World Hindu Parisad Meet

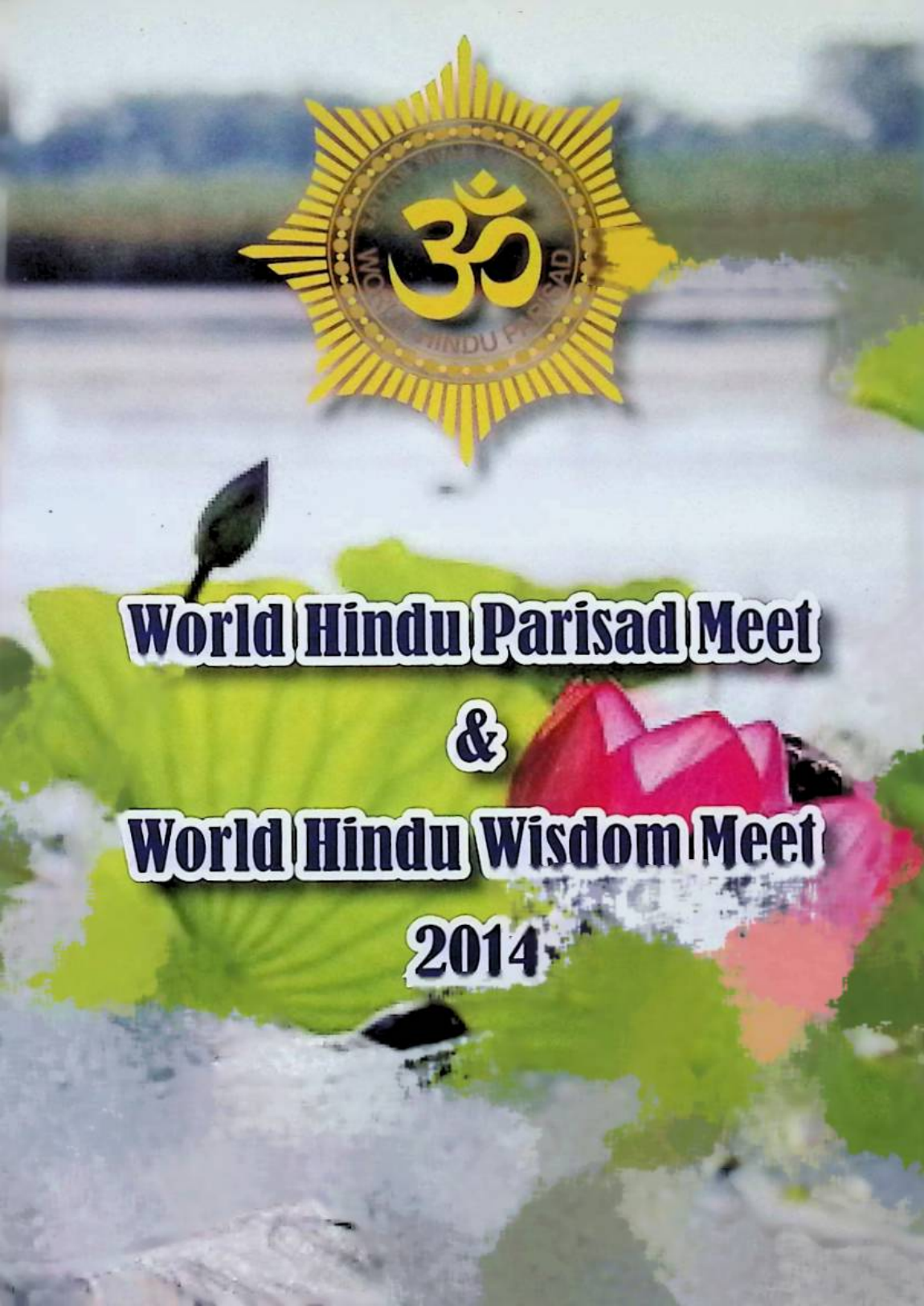
&

World Hindu Wisdom Meet

2014

Hinduism Based Education

BALI, APRIL 16 -18, 2014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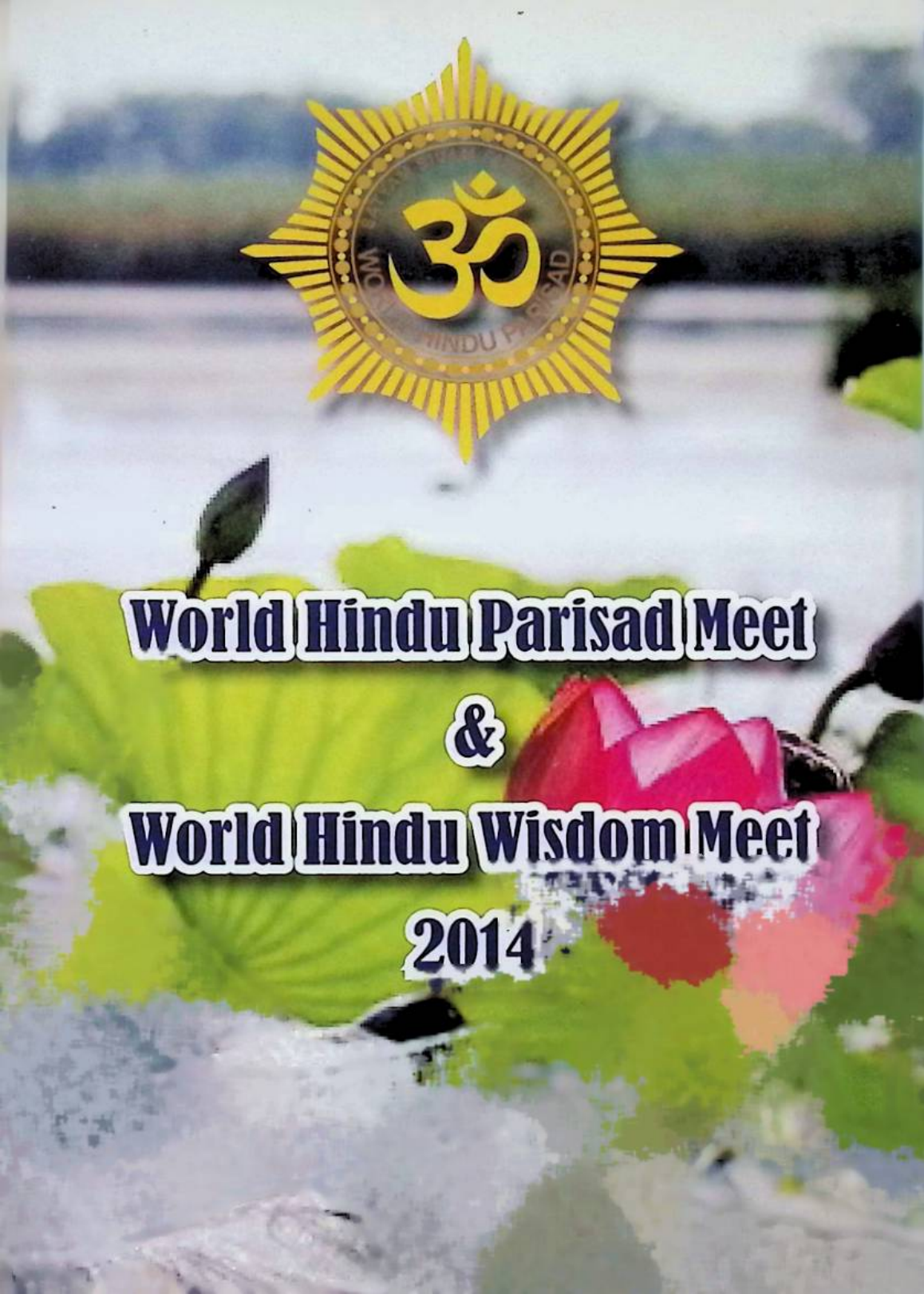

World Hindu Parisad Meet
&
World Hindu Wisdom Meet
2014

Bedugul Temple

Contents

Report: Chairman of OC WHWM 2014 ~ 4

Message from President WHP ~ 11

Message from General Secretary of WHP ~ 13

Message from Governor of Bali ~ 15

World Hindu Wisdom Meet 2014 ~ 17

Letter from Dr . Chinmay Pandya:~ 28

Fast Fact About Bali~ 30

Dr. Achyuta Samanta~ 34

Chetan Pandey ~ 35

Prof. Dr. Bharat Bhushan Vidyalankar ~ 37

Jagannathan Krishnamoorthy ~ 39

Swami Sadyojathah ~ 42

Shaunaka Rishi das ~ 44

Anantbodh Chaitanya ~ 45

S. A. Maa Krishna ~ 53

Dr . Amarjiva Lochan ~ 61

Ms Bhartiben Tailor ~ 65

Nicole Phoenix Starr ~ 70

Lidia Ukhaneva, M.D ~ 72

Moderator: ~ 75

Super Busy But Doing Nothing ~ 78

Chairman of Organizing Commitee
World Hindu Parishada and World Hindu Wisdom Meet 2014

ॐ द्यौः शान्तिरन्तरिक्षँ शान्तिः

पृथिवी शान्तिरापः शान्तिरोषधयः शान्तिः ।

वनस्पतयः शान्तिर्विश्वे देवाः शान्तिर्ब्रह्म शान्तिः

सर्वं शान्तिः शान्तिरेव शान्तिः सा मा शान्तिरेधि ॥

ॐ शान्तिः शान्तिः शान्तिः ॥

Oṁ dyauḥ śāntir antarikṣaṁ śāntiḥ,

pṛthivi śāntir āpaḥ śāntiḥ,

oṣadhayaḥ śāntiḥ vanaspatayaḥ śāntir,

viśvedevaḥ śāntir brahma śāntiḥ,

sarvaṁ śāntiḥ śāntir eva śāntiḥ,

sā mā śāntir edhi

oṁ śāntiḥ śāntiḥ śāntiḥ om

(Yajur Veda, 36.17)

"O God, may peace be in the Sky, peace in Outer Space, peace on Earth, peace on Water, peace for the Plants, peace for the Trees, all gods be in peace, peace for Almighty, peace for all and only peace. May peace always come to us."

"Vidvān sarvatra pūjyate" educated people are always worshipped everywhere. Holy and wise people also *Veda* scriptures always prioritize the needs of education in order to maintain the three major needs of civilized, peaceful and joyful society; the 3 pillars namely Education, Health and Economy. *Jagaddhita* society is a society that lives in peace, that every individual possess the same attention as well as their right in possessing the access to Education, Health and Economy. Those who ignore this important three pillars, then they will never be managed to deliver their people to have a better life, peaceful and prosperity. Not only wise educated people but even ordinary people are easily able to predict what will happen if a person or society does not get good education, good health, and also difficulty in economy. Indeed, the people who do not get good education are the ones who are " hungry " , the people who are not healthy are the ones who are " hungry " , and the people who have difficulty in economy are the ones who are " hungry ". For the people who are starving, "*bubukṣitaḥ kim na karoti pāpam*", what sins are not able to do by the starving people?!

Given the importance of the efforts made to generate, maintain and develop the three pillars of the society, the World Hindu Parishada, in the age of nearly one year, have been accomplishing and will keep continuing to perform Dharma service for the sake of building the peaceful and prosperous Hindu people, especially in the service of these three pillars. Some Hindu businessmen have expressed their intentions and determinations to make into realization the Bank Hindu and other efforts dedicated for the welfare of Hindu people. Several workshops, seminars on Yoga, Meditation, Ayur Veda and others as well as free health services have also been completed. Furthermore, in the field of education, the World Hindu Parishada is trying to start generating the principles of traditional ancestor education system in this beloved archipelago and also education in Vedic tradition. Very much

that we need to explore and find the "diamonds" of Vedic education, which is very precious, everlasting and capable in forming the next generation and a great dharma successor such as Gajah Mada, the very famous Prime Minister of Majapahit Kingdom, King Hayam Wuruk, Shailendra, the Emperor of Sriwijaya Kingdom, King Yudhisthira, Shri Rama, Shri Krishna, King Hariścandra, King Sibi, Vyasadeva, Śaṅkarācārya, Mahatma Gandhi, and many others whose lives have become a torch light for the society and not the other way to shut down the society's «torch light». And one of the efforts in the educational service is organizing the Second World Hindu Wisdom Meet on 16 to 18 April 2014.

A year ago the Hindu worldwide has received a tremendous blessing. It was the birth of the World Hindu Parisada (WHP) through the World Hindu Summit 2013. The blessing that we should be grateful because by the birth of the institution, the Hindu world has possessed an umbrella for the collective movement in order to make Hindu more widely known for its virtuous value and to improve the quality of the Hindu wherever they are on this earth. However, we should not stop for only being grateful. We should maintain the existence of the institution so that it will have the continuity in achieving the goals set, it's for the steadiness of our precious Sanatana Dharma teachings.

In the context of the organization, the annual meeting is an effort to perpetuate the existence of an organization. Hence, the World Hindu Parishada Meeting (WHPM) is set up in this 2014 year. Through the WHPM 2014, the foundation of the organization will be strengthened so that their achievement ahead is getting more transparent. In order to achieve this, a number of parties are presented, especially the Charter signatories, and some figures who are instrumental in the formation of the World Hindu Parishada. Their presence is expected to institute the main ideas that will underpin the organization movement in the near future. April 16 will be a session for World Hindu Parishada, and will receiving guidance from prominent Hindu religious leaders; Swami Vigyanand of the VHP, Swami Paramatmananda of the Hindu Dharma Acharya Sabha of India, Swami Krishnamaniji, Swami Kavichandra, Swami Sadyojatah, and others.

Along with the efforts to strongly establish itself, WHP is willing to participate immediately in providing solutions to various problems faced

by the world community based on the values of Hindu Dharma. One of the problems encountered by most of the world, particularly in developing countries like Indonesia is the national education program that has not been successful yet to generate the Human Resources as aspired by all of us, as well as guided by the Vedic scripture. Through education, a complete human being is to generate not only having excel cognitive but also a firmed personality. However, that expectation has not yet been attained although the curriculum has been continually reviewed.

The World Hindu Parishad has previously also organized a seminar to discuss the Hindu-based education on 23rd March 2014 at the Institute of Hindu Dharma Denpasar with keynote speaker Prof. Dr. Sudira and obtained a tremendous response from the Hindu people.

WHP feel that Hindu has a comprehensive insight of values derived from its teaching that is able to contribute to the improvement of the above educational condition. Therefore, in line with WHPM 2014 event, it's also hosted the World Hindu Wisdom Meet (WHWM) with the theme Hinduism Based Education. In this event of WHWM, we present the Keynote Speaker, Speaker and Speaker Assistant, all of them are honorable people, Mahaguru and professors with extraordinary ability and excellent accomplishment that possess international reputation, namely:

- Sri Sri Ravi Sankar, a Spiritual Guru having disciples throughout the world,

- Dr. Achyuta Samanta, a Founder of reputable KIIT University, providing free education for 20.000 children of the tribe communities, tribal groups living in the hills and jungle in seclusion, giving free education from kindergarten to the university level,

- Dr. Chinmay Pandya, it's very famous for his success in bringing the traditional Vedic education with modern education, sperading Ayur Veda and Gayatri Mantram all over the world, in India itself his Gayatri Mantram movement has more than 20 million followers/ disciples,

- Mr. Shaunaka Rishi das, Director of the Oxford Centre for Hindu Studies who is very determined to spread out the education of Vedic system in Western countries,

- Mrs. Bharti Taylor, President of the Hindu Forum of Europe,

- Maa Krishna, who intensely spread out the teachings of the Vedas outside India, she has also participated in the previous World Hindu Wisdom Meet 2013,

- Dr. Amarjiva Lochan, the one who developed the entire Master's Degree Programme for the Indian Studies at many universities in many countries in the world,

- Prof. Kedar Nath Sharma, who is very persistent to spread out the Sanskrit outside India,

- Chaitanya Brahmachari Anantbodh Ph.D., who has very good scholarship experiences in the various teachings of the Veda, he highly is appreciated for the spread of the secret teachings Mudra, yoga, and meditation outside India,

- Prof. Dr. Chirapat Prapandvidya from Thailand, who has a very extensive knowledge of the teachings of Hinduism and Buddhism. Through this WHWM is expected to produce/generate smart thinking about education based on Hindu teachings,

- Prof. Dr. Sudira, who has respectable knowledge and experience in the Hindu education system,

- Prof. Dr. I Ketut Widnya, who has extensive experience of education in India, the former Chairman of STAHN I Gde Pudja, Mataram.

The whole series of events takes place as the result of the participations and contributions from various parties, as follows:

- His Excellency Mr. Wacik, Minister of Energy and Mineral Resources, Republic of Indonesia,
- Mr. Suryadharma Ali, Minister of Religious Affairs,
- Parisada Hindu Dharma Center,
- Director General of the Ministry of Hindu Religious Affairs,
- Governor of Bali, Made Mangku Pastika,
- Mayor of Denpasar,
- Badung Regent, Regent of Gianyar, Buleleng Regent, Regent of Bangli, Karangasem Regent, and other regents,
- all other donors,

and finally ofcourse all committee members who are working hard day and night, especially the direction and guidance from H.H. Ida Pedanda Sebali Tianyar Arimbawa, the President of the World Hindu Parishada, and Prof. Dr. Bakta, the Secretary General of World Hindu Parishada. With regards to that, we greatly thank you all.

There might be problems, mistakes or offences occurs during the event, for that, we convey our sincere apologies. The most formidable obstacle in the organizing the 2nd World Hindu Wisdom Meet is the difficulties in contacting the speakers, though had done long long before. Some countries, especially India and Indonesia (9/4/2014), all leaders are wery busy in the elections. So that many many Hindu leaders and priests couldnt join this World Hindu Wisdom Meeting.

Saṁgacchadhvaṁ saṁ vadadhvam

saṁ vo manāṁsi jānatām

devabhāgaṁ yathā pūrve

saṁjānānām upāsate

Samānī va ākūtiḥ samānā hridayāni vah

Samānam astu vo mano yathā vaḥ susahāsati

May we all move together to the same direction

May we all speak the same truth

May our minds further be in the same truth

as the ancient sages share together

let us enjoy this universe together in a peace way

Let us unite our perseverance

Let all our minds be the same.

Let our minds are as one mind

As we, to truly know one another, become one

Ā no bhadrāḥ kratavo yantu viśvataḥ

May all the goodness come from every way

Oṁ Śāntiḥ Śāntiḥ Śāntiḥ Om

Denpasar, April 2014

Darmayasa

Message from President WHP:

Om Swastyastu

Namaste

Respected Swami-ji and all of the participants of World Hindu Summit and World Hindu Wisdom Meet 2014

I thank the Almighty God (Ida Sang Hyang Widhi Wasa) who has given a chance to all of us the 'Sons and Daughters of Sanatana Dharma" to be here again to gather in this sacred conference to discuss many issues related to Hinduism.

I am as the President of The World Hindu Parisad would like to convey our gratitude on behalf of the organizing committee of the World Hindu Parisad and The World Hindu Summit 2014 to the Government of Indonesia and Bali, all of Swami-ji, Guru-ji, Spiritual Leaders, students, academicians that have been gathering to attend and support this conference.

As all of us have been aware that WHP and WHC have been formally established in 2013 and as the mandate of the Bali Charter, we will do an annual WHWM in Bali to lift up and preserve the Hindu sacred values and all of issues related to the Hindu community worldwide.

This Year, due to the challenges that we face among the Hindu community in all of the countries worldwide we would like to propose the topic of our conference " Hinduism Based Education ". This is quite challenging topic as we have to identify all of the problems faced by Hindu people worldwide and making the best formula on how to teach and deliver the teaching of sanatana dharma to all of our next young Hindu generation.

I personally know that uniting the Hindu community worldwide is not an easy job, there are lot of jobs, salvation and devotion need to be done and I have convinced my people in Bali and Indonesia to take the lead to unity all of our brothers and sisters worldwide as if we do not take any action, who else will we expect to do it. Hindu faces many challenges both internally and externally therefore we need to sit down together as brothers and sisters to talk about the future of our children. Bali is a small and tiny island, but our spirit is bigger

than mount Himalaya and I urge all of Hindu community worldwide who loves Hindu, who concerns about Hindu, who believe in Hindu values to start seriously and actively taking part to lift up the sacred values of Hindu.

I must say that we will not do NATO " No Action Talking Only " as it will only spend our time, money and energy. But let's we do triple A that is Action, Action and Action.

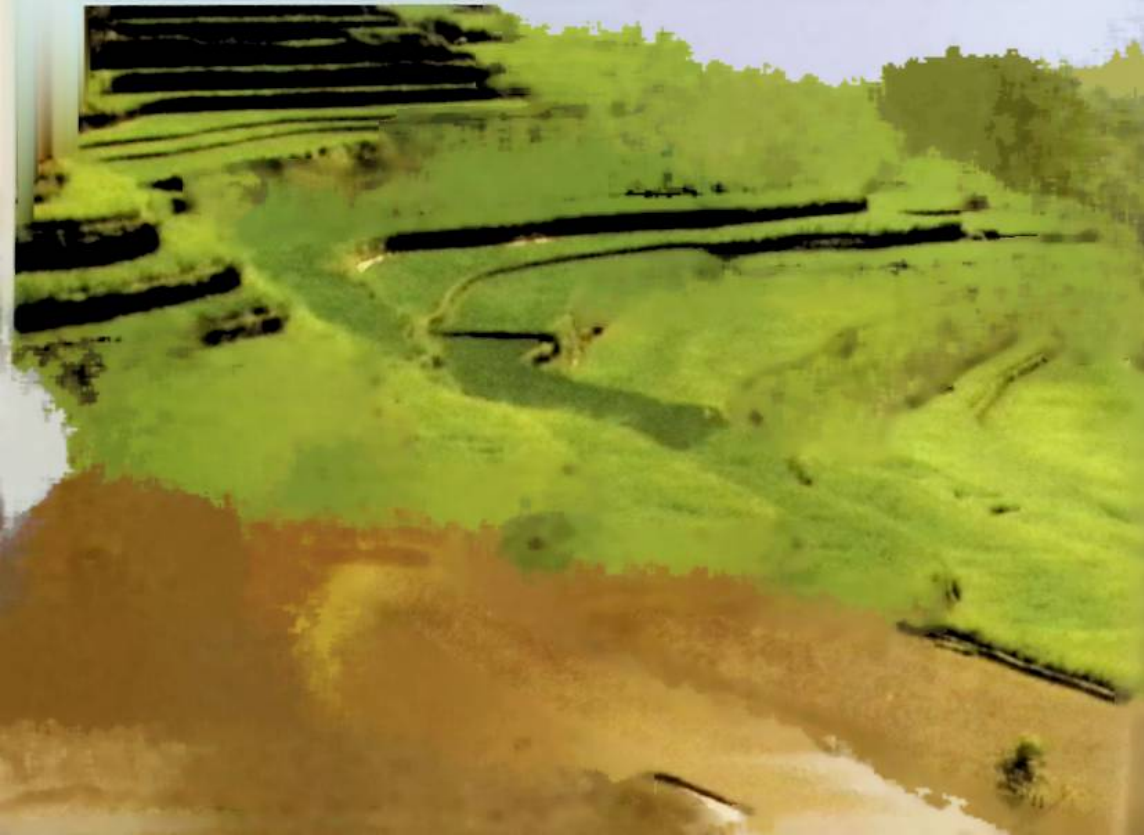
Hope this conference will give us a result and conclusion, even only one action it will be much better than nothing.

Lastly, I thank again to all of you " the sons and daughters of Sanatana Dharma" and have a fruitful discussion through out the end of the conference.

Om Shanti, Shanti, Shanti Om

Ida Pedanda Sebali Tianyar Arimbawa

President of World Hindu Parisad



Message from General Secretary of WHP:

Dear His Holiness Swamiji, Guruji,
Ida Rauh, Ida Sulinggih and Pinandita
The honorable leaders of the Hindu Organizations
The honorable participants, brothers and sisters
Ladies and Gentlemen

Namaskar
Om Swastyastu

First of all, let us offer our worship and praise to Ida Sang Hyang Widhi Wasa / The Almighty God, because of His blessings we can gather here today in Denpasar, to attend the World Hindu Parisad Meeting 2014 and World Hindu Wisdom Meet II 2014. On behalf of the WHP / WHC we would like to welcome all invitees and participants to Bali.

WHP / WHC has not reached one year of age yet, because it is just established on June 14, 2013. As a very young organization, of course there are many activities that have to be done to strengthen the organization and develop programs to achieve the goals that have been set in accordance with the Bali Charter. Therefore, we are looking forward to your participation in brainstorming, giving ideas and advices to improve WHP. We hope we can discuss all these things at WHP Meeting on April 16, 2014. Many challenges have to be faced by WHP, consequently, hard work and togetherness of all Hindus around the world must be required.

On April 17, 2014 WHC will host the World Hindu Wisdom Meet II with the topic: " Hinduism - based Education ". We realize that the quality of education is the main parameter that will determine the progress of a community including Hindus. For this reason, WHC has invited the

experts from India as well as from other countries including Indonesia to discuss the topic of Hindu-based education. We expect this meeting will produce basic concepts of universal Hindu-based education. The basic concepts will be distributed to all members of the WHP from different countries to be developed and adapted to their education system. The future generations of Hindu who have a good level of education with Hindu-based character are very much needed. We expect that speakers and participants in this meeting will share their best ideas to achieve the goals of World Hindu Wisdom Meet II.

Finally, on behalf of the WHP we would like to say thank you to the Organizing Committee for the hard work that allowing this event happened. My gratitude is also expressed to all Hindu religious leaders, all participants, and the local government of Bali. I wish this hard work will provide a great benefit for our organization especially to achieve the goals of WHP/WHC. May God/Ida Sanghyang Widi Wasa bless His guidance to us all. We wish you all enjoy this meeting.
Om Shantih, shantih, shantih, Om.

General Secretary of WHP
Professor I Made Bakta

THE GOVERNOR OF BALI

WELCOME REMARKS

Om Swastyastu (May the God Almighty Bless Us All),

On behalf of the Government and people of Bali, I welcome all delegates of World Hindu Wisdom Meet 2014 to the 'Island of God'. It is such an honour for Bali to be chosen as the venue of this crucial meeting as an initiative program to Hindu's global development in the future.

This event plays strategic role to raise friendship and unity among Hindus all over the world. Through the program we can discuss and find solution for our issues and challenges and able to frame solid and clear steps to Hindu existence in this world.

As a small island that is populated by Hindu majority, Bali is suitable as a World Hindu Research Centre, one of its implementation is by organizing international Hindu event. Bali community has a dynamic social, lives in the middle of modern life and a heterogeneous social structure. However, they can live their religious life and modernity in harmony, hopefully it will be an aspiration to this meeting.

On this opportunity, I kindly invite you all, to spare some time and explore our beautiful views, our unique culture that is much influenced by our religion. Those experiences will be your unforgettable memory brought back home.

Finally, I wish you a fruitful meeting.

Thank you.

Om Shanti, Shanti, Shanti, Om (May Peace will always be with us).

THE GOVERNOR OF BALI,

I MADE MANGKU PASTIKA

WORLD HINDU PARISAD
WORLD HINDU CENTER

World Hindu Wisdom Meet 2014

WORLD HINDU WISDOM MEET 2014

Oṁ Svastyastu,

ॐ भद्रं कर्णेभिः शृणुयाम देवाः।
भद्रं पश्येमाक्षभिर्यजत्राः।
स्थिरैरङ्गैस्तुष्टुवाꣳसस्तनूभिः।
व्यशेम देवहितं यदायूः।

oṁ bhadraṁ karṇebhiḥ śṛṇuyāma devā

bhadraṁ paśyemākṣabhir yajatrāḥ

sthirair aṅgaistuṣṭuvaṁ sastanūbhir

vyaśema deva-hitaṁ yadāyuḥ

Om, O Devas..., may we hear with our ears what is auspicious,
O Yajatras..., may we see with our eyes what is auspicious,
may we Live with contentment with strong body and limbs.
may we praise the God and sing His Glories during our life span allotted to us by the Devas.

स्वस्ति न इन्द्रो वृद्धश्रवाः।
स्वस्ति नः पूषा विश्ववेदाः।
स्वस्ति नस्तार्क्ष्यो अरिष्टनेमिः।
स्वस्ति नो बृहस्पतिर्दधातु॥
ॐ शान्तिः शान्तिः शान्तिः॥

Svasti na indro vṛddha-śravāḥ

Svasti naḥ pūṣā viśva-vedāḥ

Svasti nas tārkṣyo ariṣṭanemiḥ

Svasti no bṛhaspatir dadhātu

oṁ Śāntiḥ Śāntiḥ Śāntiḥ

may Lord Indra of greatfame increase our well-being and prosperity,
may Lord Puṣā, who is all-knowing, bless us with well-being and prosperity,
may Lord Tākṣarya (Garuda), who is the protector, bless us with well-being and prosperity,
may Lord Bṛhaspati also bless us with well-being and prosperity,
Om Peace, Peace, Peace.

A. World Hindu Wisdom Meet 2014

सा वद्या या वमुक्तये

"sā vidya yā vimuktaye" -- knowledge is that knowledge which liberates.

World Hindu Parisad (WHP) and the World Hindu Centre (WHC) have just formed in 2013 through the 2nd World Hindu Summit in Denpasar, Bali, Indonesia. One of its tasks is organizing the World Hindu Wisdom Meet which aims to discuss Hindu wisdom for the brotherhood, unity, progress and welfare of Hindus around the world in particular and for the progress of world civilization in general.

In World Hindu Wisdom Meet (WHWM) 2014, will be discussed major themes, namely **Hinduism Based Education**. This issue is very urgent and should be immediately considered by Hindus all over the world as an important gift to be passed to our young generation. It is

important that Hindus are expected to be a superior human resource and virtuous. Hindus can be equivalent, complementary, mutual respect and acting even more on the world stage with other people. We should be aware that any progress in any field in the world is always based on one thing, which is **education**. **वद्या** (*vidyā*) is knowledge or education. A state will evolve and will have an honor in the world if the country put education as a priority for its people. Proven in Asia alone, for example Singapore, South Korea or Japan is a country that is not big in size, with limited natural resources, but they are in the reality in the international political and economic arena is taken into account. They have the same characteristics, namely the strength of the economic fundamentals are high, the progress of science and technology, a high level of social welfare and of course, the most prominent of this country is how they have the vision and the mission ahead to prepare a human resources (HR) qualified. But all of that achievement is not something that can be achieved with immediate, easy and free of charge. Achievement must be redeemed by a hard work, dedication, discipline, responsibility and unyielding spirit.

The challenge for the future of Hindus is not only improving the human resource aspects of Hindus in mastering technology so that we can compete globally in a positive and fair with the caliber of HR Internationally. But Hindu education is capable of producing a holistic, intelligent and virtuous human resource. We all believe that this is the state of the world needs today. Civilization on earth requires not only technologically advanced HR but once again appreciate all virtuous existence and dimensions of life as the teachings of *Tri Hita Karana* which creates harmony. Of course this is a challenge that is not easy at all. But the spirit of togetherness, unity and mutual support with all potential the Hindus have all over the world then this is not impossible.

During this time it must be recognized that there is perception in the world that the Hindus are kind of people who love only perform religious rites, artsy culture, traditional mystical force and others that are less modern. Hindus perceived less exist in the field of development of science and technology. This paradigm we must immediately change with great efforts; while we admit that it is a fact that we have a noble culture and we have been spiritual, however we need to promote education based on modern Hinduism. The actual progress achieved by Hindus all over the world today is not entirely as perceived. It must be admitted that the Hindus in India in particular has been a pioneer existence throughout the world with a wide range of science and technology

mastery, so this time India can be one of the super powers, aligned with other major countries. India is a valuable asset for the advancement of Hindus in the world.

It is expected that in the near future **World Hindu Parisad** and the **World Hindu Center** can play its strategic role to unite all the forces of the Hindu in the world into one vision and mission together and move forward together based on *dharma* to create a better world civilization and happiness of all mankind.

WHWM 2014 will be with the theme Hinduism Based Education, this theme is taken as a form of responsibility for all the Hindus to Hindu Young generations around the world so that all Hindus have access to the best education, affordable, modern and most importantly of all it is a virtuous character in accordance with the teachings of the dharma. This is in accordance with what one's words Hindu spiritual leader said: "The End of Education is Character. The end of every religion is Love."

The chaos and bustle of today's world, one of them due to the fact that education is directed to deliver only a smart person but lack of character. As a result most of the prisons in the world filled by smart people who got lost on the way and eventually become criminals. Hindus should be more aware and increasingly eager to rediscover the noble path taught in the Vedas that intelligently and harmoniously adjusted to the demands of the current era or according to the proper place, time and the situation.

B. Objectives:

- To produce clear concepts of learning basic principles of Vedic education which can be used as basic guidelines for all Hinduism based education.
- To find ways to improve Human Resources of Hindus around the world through education.
- To enhance cooperation in education for all components of Hindus worldwide; both individuals and educational institutions.
- To look at the possibilities of doing business together with Hindus all over the world to create a modern Hindu educational institution in any State that contained the Hindu community.

- To seek collaboration between universities of Hindu worldwide to provide scholarships to students of Hindu.
- To see the possibility exchange of professionals in the field of education between the Hindu educational institutions around the world.
- To provide a brief educational models and effective yet able to shield young people from threat of conversion to another religion.

C. Activities

C.1.Place

Kṣirārnawa and ISSI, Denpasar, Bali.
Lodging for guest speakers: at Grand Bali Beach Hotel – Sanur, Denpasar.
Accommodation for national participants: at Bali Government Training Complex.

C.2. WHMM 2014 Agenda

World Hindu Wisdom Meet 2014 will be held for 3 days, on April 16 to 18, 2014, with the details are as follows:
16th April 2014 : WHP Meet
17th April 2014 : WHW Meet 2014
18th April 2014 : *Tirthayātrā* (pilgrimage)

C.2.1. First Day

WHP Meet is held with the following agendas:

- To further consolidate the organization & to strengthen WHP & WHC in Bali, Indonesia and worldwide.
- To discuss the work program of WHC & WHP short term, medium and long term.
- To discuss role of WHP and WHC function as the World Hindu organization to be more actively involved in the International Hindu arena.
- To discuss communication lines between WHP and Hindu

representatives around the world or some sort of official Hindu Parisad residing in each country, so that WHP could play its role in Hindu world arena in the form of sharing, best practices of Hinduism in each country, as well as the challenges and opportunities forms and other models of cooperation between countries.

- To discuss the agenda or program of Hindu around the world so if there are events in each country or region can attend each other, at least send a representative.
- To seek the possibilities of cooperation in the field of economics for the Hindusall over the world for the welfare of Hindus and to seriously discuss the funding for the WHP & WHC.
- To seek the possibility of establishing a **Hindu Bank**.

C.2.2. Day 2

WHWM 2014 will invite leaders of Hindu world-class education to share their experiences in the struggle to establish Institutions of advanced and modern emphasized in Hindu values and universal human values. It is a phenomenon nowadays in the world that education only stressing to deliver only smart people but less human values and harmony. It is a vocation and a challenge for us, the Hindus to lay a solid foundation for our children. We need to pass on a legacy of virtue through a true religious education through the best education and modern.

In this WHWM, when time permitting, the below supporting topics also relevant and may be discussed including:

- What is the Vedic Culture?
- Culture for daily Vedic Hindu Family Practice - Daily *Sadhanā*

- Vedic teaching for Hindu Students
- Vedic Culture in Modern Society
- Hinduism and its challenges on the less competitive Human Resources
- How to strengthen the conversion from Hinduism to other religions?
- Interfaith dialogue on Hinduism
- Basic rules and understanding to be a Hindu
- International Society for the Hindu – Hindu best Education Model
- International Foundation for Hindu - Hindu Student scholarship
- Contribution of Hinduism to the World
- What are the Human Values ?

Living Truth in life by practicing:

- Honesty
- Quest for Knowledge
- Dignity
- Integrity
- Equality

Practicing Right Conduct through:

- Respect for others
- Responsibility
- Discipline
- Courage
- Helpfulness
- Gratitude

Fostering Peace by developing:

- Patience and Calmness
- Perseverance
- Understanding
- Healthy Living
- Self-respect

Nurturing Love in life by:

- Caring and Sharing
- Friendship
- Tolerance
- Compassion
- Kindness
- Generosity

C.3. Day 3 (Yatra)

Tirthayātrā on the third day is an optional event. Closing dinner was held on 17 April 2014. *Tirthayātrā* is a social event that aims to introduce Bali further to all delegates. It is also an event for the delegates to get to know each other.

Tirthayātrā of this year is to visit Besakih temple, the mother temple of Bali. Then we proceed to Kintamani which is very well known worldwide because of its beautiful scenic view. In Kintamani after visiting and prayer together at famous Batur temple, the delegates will have lunch in floating restaurant on Lake Batur. After lunch there are several optional programs that are recreational. The event closed with farewell Dinner.

D. Participants of the World Hindu Wisdom Meet 2014

D.1 Main Speakers:

Dr. Achyuta Samanta

He is professor of chemistry expert of KIIT (Kalinga Institute of Industrial Technology), Bhubaneswar and also as a guest lecturer at the Open

International University, Colombo. He is also the founder and former Rector of KIIT University. Secretary Kalinga Relief & Charitable Trust, Founder Kalinga Institute of Social Sciences (KISS), Vice President Bharat Scouts and Guides, Odisha, Member General Body, CAPART, New Delhi, Regional Committee, CAPART and Member of University Grants Commission. Samanta received a number of awards, created new records in the field of social entrepreneur. Dr. A. Samanta has been mentioned among top 15 social entrepreneurs of the world by Edge Foundation, Inc., USA. Dr. Achyuta Samanta, has earned a place in The Limca Book of Records as the youngest chancellor of any University in India.

Dr. Chinmay Pandya

He is Pro Vice Chancellor and professor at the University of Dev Sanskriti or Dev Sanskriti Vishwa Vidyalaya (DSVV) in Haridwar, India. Born and brought up in a spiritual academy (ashram) - Shantikunj, Haridwar, Dr. Pandya completed his medical graduation and went to pursue his Master's degree from the University of Wolverhampton, UK. Armed with MRCP in psychiatry from London, he worked as a Consultant in West London Hospital Trust, London, and then as Associate Specialist for Alzheimer Disease Treatment Service he helped patients recover from rare diseases. After spending a few years in the UK as a practicing medico he decided to return to the spiritual realm of his home in Haridwar. A DSVV, he is the director for School of Yog and Health. He is also chair person of the International Festival of Yoga, Culture and Spirituality.

D.2. Delegates

D.2.1. International delegates

All the delegates who involved in the first and second WHS event will be invited to the event of WHWM 2014. Other international delegations are those on the recommendation of delegates who have become members of WHP.

श्री वेदमाता गायत्री ट्रस्ट

गायत्रीतीर्थ शान्तिकुञ्ज, हरिद्वार (उत्तराखण्ड) 249411

विचार क्रान्ति के प्रवर्तक पं. श्रीराम शर्मा आचार्य की जन्मशताब्दी

डॉ0चिन्मय पण्ड्या (कार्यकारी-एमानसीपी) संदन
सुपुत्र - डॉ0प्रणव पण्ड्या-शैलबाला पण्ड्या
प्रति कुलपति-दे0सं0वि0वि0

27 फरवरी 2014
महाशिवरात्रि

आदरणीय भाई साहब रस आचार्य प्रभुराज धर्मायासा जी,

यह जानकर प्रसन्नता है कि द्वितीय वर्ल्ड हिन्दू परिषद मीट (WHPM) एवं वर्ल्ड हिन्दू विस्डम मीट (WHWM) 16-17 अप्रैल 2014 को बाली, इन्डोनेशिया में सम्पन्न हो रहा है। प्रथम एवं द्वितीय बैठक का विषय आपने 'हिन्दूइज्म वेस्ड एज्यूकेशन' रखा है। इस सम्मेलन में आपने हमें मुख्य वक्ता के रूप में आमंत्रित किया है। इस आमंत्रण का हम हृदय से सम्मान करते हुए आभार प्रकट करते हैं।

इस कार्यक्रम में आने एवं आप लोगों से मिलने का बहुत मन होते हुए उन दिनों विश्वविद्यालय की अन्य जिम्मेदारी होने के कारण इन तिथियों में समय निकाल पाना कठिन प्रतीत हो रहा है। सो इन तिथियों में उपस्थित नहीं हो पाऊंगा इसके लिये क्षमा करें। निकट भविष्य में अगली बैठक में आप सबसे अवश्य ही मुलाकात करना चाहूँगा।

सभी प्रतिभागियों एवं पदाधिकारियों को गंगा की गोद एवं हिमालय की छाया में बसे युग तीर्थ शांतिकुञ्ज एवं शिक्षा-विद्या का केंद्र देव संस्कृति विश्वविद्यालय (www.awgp.org), (www.dsvv.ac.in) आने के लिए आमंत्रित करना चाहूंगा। युग तीर्थ शांतिकुञ्ज में स्थित अखण्ड दीपक से आपको ऊर्जा मिलेगी एवं दे0सं0वि0वि0 के विकास विस्तार को देखकर आप सभी को प्रसन्नता होगी।

शिक्षा के विषय में सभी मूर्धन्य विचारक एक मत से बताते हैं कि इसकी पूर्णता एवं समग्रता तब ही है, जब यह तीन लक्ष्यों को पूरा करे-१. स्वावलम्बन, २. व्यक्तित्व निर्माण, ३. सामाजिक सद्भावना का विकास। गायत्री परिवार के संस्थापक पं० श्रीराम शर्मा आचार्य जी ने आम आदमी को आत्म-मूर्छना से ग्रसित बताया है और यह कहा है कि-"वह चाहे कितना ही पढ़ा-लिखा क्यों न हो, यदि उसे सही ढंग से सोचना, समाज का सुनियोजन करना, प्रतिकूलताओं से मोर्चा लेना, समाज के अन्य घटकों के साथ रहना नहीं आता तो फिर उसका पढ़ा-लिखा होना न केवल बेकार है बल्कि, उस पर लगाया हुआ धन भी राष्ट्रीय अपव्यय के समान है। वे कहते थे ऐसे तथाकथित शिक्षितों के लिए अब संजीवनी विद्या की आवश्यकता पड़ेगी, जो उन्हें मूर्छना से उबार सके, समाज परायण बना सके।" वे लिखते हैं कि गुण, कर्म व स्वभाव का आमूलचूल परिष्कार ही उज्ज्वल भविष्य की सम्भावना की भवितव्यता को पूरा करेगा।

क्रमशः पृष्ठ2

फोन - 91-1334-260602, 260309, 261328 फैक्स - 01334-260866
Website: www.awgp.org Email: shantikunj@awgp.org

डॉ0चिन्मय पण्ड्या (सार्वकिएई-एम्आरसीपी) लंदन
सुपुत्र - डॉ0प्रणव पण्ड्या-शैलबाला पण्ड्या
प्रति कुलपति-दे0सं0वि0वि0

पृष्ठ2

हिन्दू वैदिक ग्रन्थों में शिक्षा को विद्या के साथ जोड़ा गया है। विद्या की गरिमा का महात्म्य बताते हुए आप्तजनों ने बहुत कुछ कहा है-'विद्ययाऽमृतमश्नुते' 'साविद्या या विमुक्तये' -'विद्याददाति विनयम्' आदि-आदि। मनुष्य के गुण, कर्म, स्वभाव में, चिन्तन चरित्र और व्यवहार में, जो उत्कृष्ट आदर्शवादिता का समावेश कर सके, वही विद्या है। कई व्याख्याकार इसे जीवन जीने की कला कहते हैं यही है शिक्षा विद्या का समन्वय। इसी के साथ सुख-शान्ति और प्रगति के सभी सूक्ष्म तंतु जुड़े हुए माने जाते हैं।

द्वितीय वर्ल्ड हिन्दू परिषद मीट (WHPM) एवं वर्ल्ड हिन्दू विस्डम मीट (WHWM) की सफलता के लिए मंगल कामना स्वीकार करें। यह सम्मेलन भारतीय संस्कृति एवं भारतीय संस्कारों को शिक्षा के क्षेत्र में प्रवेश करायेगा। शिक्षा एवं विद्या के प्रकाश से विश्व को आलोकित करेगा।

सभी पदाधिकारियों को महाशिवरात्रि की शुभकामनायें, मेरे पूज्य पिताजी डॉ0प्रणव पण्ड्या (कुलाधिपति, दे0सं0वि0वि0) एवं पूजनीय माताजी शैलबाला पण्ड्या की ओर से स्नेह कहें।

सादर.

(डॉ. चिन्मय पण्ड्या)

Letter from Dr . Chinmay Pandya:

Dear Respected Brother Rasa Acharya Prabhuraja Darmayasa; I am very happy knowing that the Hindu Wisdom World Meet 2014 will be held in Bali on 16 and 17 April 2014. On the first and second sessions, the selected topics will be 'Hinduism Based Education'. I was invited to become the Keynote Speaker for this meeting. And I would like to thank, from the bottom of my hearts, for the invitation.

Indeed, I really wanted to be able to come on this occasion and meet the Hindus from different countries who come and gather here; but, it is not possible for me to come because of many important tasks of our university that I must attend on these same dates. For that, please, apologize me. I must then take part and meet all delegates and Hindus on the next nearest occasion of the World Hindu Wisdom Meet.

Herewith, I would also like to invite all delegates and administrators of World Hindu Parishada to come and visit our university which is in the bosom of the river Ganges and the brilliant shade of the Himalayas. You will experience the spiritual strength of Akhanda Dipaka and you also would certainly love to see our university more closely.

In the subject of education, all famous thinkers say that perfection and progress will take place if the following three main objectives are met, namely: self-reliance character building social harmony The founder of the great family of Gayatri Pandit Shri Ram Sharma Acharya said that the common people have lost their self-confidence, and he also said, "Although someone is very educated but if he does not know the way of proper thinking, how to well-organize the community, how to face the challenges of life, and if he cannot live together with other community groups; the person's education is merely a futile and all the expenses incurred for him does not make any difference to the wasting of the state's money." In addition, he also said that Sanjivani Vidya is now needed for such kind of educated people in order to deliver them from the darkness of their mind into eventually become the public servants. He also wrote that only the maturation of personality or character building will embody a brilliant future.

In the Hindu or Vedic literatures, education is associated with knowledge. The saints greatly praise the grandeur of science, *"Vidyayāmṛtam aśnute,* Sa Vidya Ya vimuktaye, Vidya dadāti vinayam," etc. When humans' character and behaviors are noble then, it is called widya or science. Many

experts name it as the art of living. This is a combination of education and science. The excellence of pleasure, happiness and progress is believed lying together with it. Please kindly receive the prayers and all the good wishes of mine for the WHWM to running very well. Through this meeting, the civilization and samskara will be brought into the zone of education. The world will be made glorious by the brilliant rays of education and science. To all the committee of WHP, I congratulate you for the celebration of Mahasiwaratri. Warm and loving greetings as well as all the best wishes were also conveyed by my father, the Rector of Sangkriti Dev University, and my mother, Sandhya Śailabalā.

www.bayubalitours.com

Fast Fact About Bali

Country

Bali is one of the thousands of islands that togethar constitute the Republic of Indonesia. Because of its unique features, Bali has become a primary destination for tourists from all over the world, who have chosen to travel to the Asian tropics.

Geographical

The province of Bali is situated between 8°0340"-8°5048" of the south latitude, and 114°2553"- 115°4240" of the east meridian. The west border is marked by Bali Strait, separating the island from Java Island and Java Sea while Lombok Strait lies along the eastern part of Bali, separating the island from Lombok island. Then the Indonesian Ocean and Java Sea each lies on the south and north of Bali. The mountain that stretches out from west to east uniquely divides the island into two. Two volcanoes stood tall as landmarks of Bali among the mountain range, namely Mount Batur (1,171m) and Mount Agung (3,140m).

Area
The island of Bali is approximately 153 km wide and 112 km north to south (95 by 69 miles, respectively), with a surface area of 5,632 km²

Population
Based on 2000 survey on Balis population, the island had 3,146,999 citizens.

Capital
Denpasar.

People
Balinese (89%), Javanese (7%), Baliaga (1%), Madurese (1%).

Language
Balinese and Indonesian are the most widely spoken languages in Bali, and like most Indonesians, the vast majority of Balinese people are bilingual or trilingual. There are several indigenous Balinese languages, but most Balinese can also use the most widely spoken option: modern common Balinese. English is a common third language and the primary foreign language of many Balinese.

Religion
Unlike most of Muslim-majority Indonesia, about 93.18% of Balis population adheres to Balinese Hinduism, formed as a combination of existing local beliefs and Hindu influences from mainland Southeast Asia and South Asia. Minority religions include Islam (4.79%), Christianity (1.38%), and Buddhism (0.64%). These official statistical figures do not include immigrants from other parts of Indonesia.

Government
Bali has eight districts collectively called Kabupatens, which comprise of Badung, Bangli, Buleleng, Gianyar, Jembrana, Karangasem, Klungkung, and Tabanan. Among all these districts, Badung is the most famous and highly populated one, with Denpasar as its capital.

Climate

Bali has a climate that is tropical all year. The average temperature hovers around 30 degrees Celsius year-round. There are dry and wet seasons - dry from April to September and wet from October to March - but it can rain at any time of year and even during the wet season rain is likely to pass quickly. In general May to August are the best months in Bali. At that time of year the climate is likely to be cooler and the rains lightest.

Major Holidays

Galungan, Kuningan, Nyepi, Saraswati, Pagerwesi

Economic Profile

Tourism is the economys largest industry, agriculture is still the islands biggest employer[citation needed], most notably rice cultivation. Crops grown in smaller amounts include fruit, vegetables and other cash and subsistence crops.[citation needed] A significant number of Balinese are also fishermen. Bali is also famous for its artisans who produce batik and ikat cloth and clothing, wooden carvings, stone carvings and silverware.

Currency

The unit of currency is Rupiah indicated as Rp. USD1 is roughly equivalent to Rp. 9,100,-. Foreign currency can be converted at banks and money changers.

Banking Hours

Most states: Mon - Fri: 8.00am to 5.00pm. Sat & Sun: Closed (Selected banks and branches are open on Sat).

Post Offices

Open from 8.00am to 5.00pm daily except the Saturday Open from 8.00am to 1.00pm, Sundays and public holidays.

Time

Six hours ahead of GMT and 15 hours ahead of U.S. Pacific Standard

Time.

Electricity

Voltage is 220 - 240 volts AC at 50 cycles per second.
Standard 3-pin square plugs and sockets.

Weights and Measures

Indonesia follows the metric system in weights and measures.

Telephones

Local calls can be made from public phones using coins or pre-paid cards. International calls can be made from public phones with card phone facilities or at any Telkom office.

Accommodation

Bali has a wide range of accommodation at competitive rates. Five-star, medium range, budget hotels, youth hostels, beach chalets and timeshare apartments are just some of the types of accommodation available. Privately operated motor-homes are also available for rent.

(http://www.disparda.baliprov.go.id/en/Fast-Fact-About-Bali3)

Dr. Achyuta Samanta

The Chairman of World Hindu Wisdom Meeting 2014, Mr. Darmayasa, presents his compliments and has the honor to humbly transmit the invitation to Dr. Achyuta Samanta at KIIT University, Bubhaneshwar, Orissa, India.

Dr. Achyuta Samanta

He is professor of chemistry expert of KIIT (Kalinga Institute of Industrial Technology), Bhubaneswar and also as a guest lecturer at the Open International University, Colombo. He is also the founder and former Rector of KIIT University. Secretary Kalinga Relief & Charitable Trust, Founder Kalinga Institute of Social Sciences (KISS), Vice President Bharat Scouts and Guides, Odisha, Member General Body, CAPART, New Delhi, Regional Committee, CAPART and Member of University Grants Commission. Samanta received a number of awards, created new records in the field of social entrepreneur. Dr. A. Samanta has been mentioned among top 15 social entrepreneurs of the world by Edge Foundation, Inc., USA. Dr. Achyuta Samanta, has earned a place in The Limca Book of Records as theyoungest chancellor of any University in India.

Chetan Pandey

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Education

University of Delhi — **M.A. Sanskrit**

Specialization Indian Philosophy (Darshan Shastra)
2000-2002

B.R. Ambedkar University (formerly Agra University) — **M.A. Sanskrit**

Specialization: Linguistics (Vyakarana Shastra)
2004-2006

University of Maryland, USA — **Bachelor of Science**

Major: Computer Science
Fall 99 – Spring 2002

Montgomery College, USA — **Associates of Art**

Major: Computer Science
Fall 97 – Spring 99, Spring 2001-Fall 2001

Goals

Digitize All Text Based Indic Literature in Sanskrit, including Secondary and Tertiary Literature in Other Languages provided not in conflict with Any Copyright Laws.

Since 2012, through Society for the Electronic Preservation of Indological Books, (www.indologicalbooks.wordpress.com) I have been scanning Sanskrit Texts and making them available on the Net for the Benefit of everyone.

Some of our Postings:
www.scribd.com/ishwarashram
www.scribd.com/vintageindicbooks
www.scribd.com/granthabhandar
www.scribd.com/malinimagazine
www.scribd.com/indologicalbooks
www.scribd.com/hindisahitya
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www.scribd.com/sanskritvyakarana
www.scribd.com/sktkoshas
www.scribd.com/raffaeletorella
www.scribd.com/amritvagbhav
www.scribd.com/acharyajanakivallabh
www.scribd.com/biharrashtrabhashaparishad

Abstract:

The Imperative Need for Digitizing All Balinese Literature In Print and Manuscript Form (Primary, Secondary and Tertiary, not least and especially in English)

Having been occupied since Last Two Years in Digitizing Sanskritic Books written in English, Hindi and Sanskrit with a focus on Works related to Tantra and Kashmir Shaivism. I want to urge our Balinese Friends to do the same for there Heritage both in Print and Manuscript Form and make them available on the Internet.

Preserving Books online is the Chief and Principal Way to disseminate the Ideas to the 7 Billion + people that inhabit the World. Because once a Book is digitized and placed online it is given an Eternal Life of existence.

The Dissemination of Ideas in Modern Times - and in the Context of Balinese Literature - by the Snail Pace of Print Media and Library Only Access such as in Case of Unique Manuscripts cannot do justice to the Spiritual Hunger of our Planet at Large.

Book and Manuscript Repositoiries are in potential danger of the Ire of Terrorists and not least the ravages of Times, manhandling by Staff, stealing etc. Not least, they are a locked Door and can be accessed by a Handful of Few People who are lucky to be physically present in the Area with the added Restriction of Office Hours.

Imagine the Same Library holding the rarest manuscripts of Bali is completely digitized and placed on the Web and then every scholar from anywhere in the World can acess it on his tablet from his bedroom to his backpacker hostel while he is on Vacation.

This will enhance the Reach of the Ideas contained in these books which are the Universal Memory of Mankind currently very out of Reach of All.

My experience in search of Books led me to find some rarest gems of Sanskritic Writting, completely forgotten and unknown to anyone - as in the Case of the Works of Amrit Vagbhavacharya - a Original Sanskirtist of the Last Cenutry and a Channeler(Durvasa Rishi) and Mystic. There are hundreds and thousands of such books waiting to be discovered.

Prof. Dr. Bharat Bhushan Vedalankar

Date of Birth: 06th January 1943, Born in Bereli

Living in: Haridwar, India

Prof. Dr. Bharat Bhushan was born on January 6, 1943 in Bereli, India. He was taken his education since early years at the Gurukula Kangri. He earned different awards from various institutions. Bharat Bhushan possesses a Veda Acharya degree from Dharbanga Veda Sanskrit University. Becoming Dean at the Faculty of Veda, Dean at the Pracya Vidya Samkaya, Deputy Director at the Gurukula Kangri University's administration, and also the Cairman of Akhil Bharatiya Hockey Tournament, Director at Swami Sraddhananda Research Center, Director at Vedic Laboratry of Gurukula Kangri University..

He managed to successfully guiding 24 students for completing their Ph.D. (S3) degree and another 11 students are under his guidance to obtain S3 degree at present. He has written and published several books as well an editor for several magazines. He's been regularly performing Yajna Agni Hotra for nearly 40 years every day. He masters the Vedas, especially Catur Veda. He has spread out the teachings of Catur Veda throughout India and outside India such as Nepal, Bhutan, Indonesia, and many other countries. In the span of an extensive period, he's the Dean of the Faculty of Veda. He is also the Principal/Chairman of the Arya Samaja Gurukula Kangri University. Prof. Dr. Bharat Bhushan lives in Haridwar, one of the sacred towns in India, on the bank of Ganga river.

Abstract

Veda means Jnana (knowledge), but there is a fundamental difference to the Vedas and Jnana. Veda does not mean science in general but rather it is a combination of general and spiritual science. Śik□ā (education) means the correct pronunciation, but it is simply a grammatical meaning. In fact through the Śik□ā (education) all kinds of children's qualifications are revived. The purpose of education is the attainment of Dharma (sacred obligations), Artha (wealth) and kama (desire), as well as moksha (liberation from misery).

In Vedic times such education is given in the Gurukula. Being away from the hustle of the city, education help the body, mind and intellect of the children to be awaken. All children receive equal treatment in education, manners and behavior. At gurukula school, there was no difference botween rich and poor. At least students lived there with teacher for 25 years getting education while practicing brahmacarya, 24 hours education. And indeed the boys and girls received same education. However, in the Gurukula they are separated.

Jagannathan Krishnamoorthy

Very Powerful Speaker on Hinduism. People cry after hearing from him about Hindi issue!

1. Name : JAGANNATHAN KRISHNAMOORTHY, age 50

2. Address for communication: C/o THIYAGARAJAN RAMASUBRAMANIAN
4/20 TANK STREET,[KULAKARAI STREET]
LAKSHMIPURAM, CHROMPET,
CHENNAI- 600 044. TAMIL NADU.

3.Edn. Qualification: M.A. ; B.Ed.Bachelor of Educaion]
DIPLOMA IN YOGA VEDANTA [YOGA VEDANTA

FOREST ACADEMY,RISHIKESH]

4. Experience
State Joint Organiser of Dharma Rakshna Samiti of Swami Dayananda Saraswati Holding Joint Secretary of Vivekananda Educational Society [running 15 Schools] for 6 years

5. Topics for Articulation
1. The cultural richness of hindus..
2. HIndu Dharma
3. Swami Vivekananda,Bharathiar and Other en-

lightened Personalities.

4. Topics related to Hindu way of life and other related cultural topics

Abstract

Is gurukulam system of education practicable now?

We need to have a look at the premises on which the systems of modern education and gurukulam system are based, before seeking an answer to the question. The essence of modern education system is to disseminate information to build a career in business, industry and administration. Education, especially after the advent of globalisation is construed as a populous pursuit for earning livelihood. Modern concept of living is 'earn more to enjoy more comfort'. The whole business expansion has its orientation on increasing human desire for more and more comforts.

But in contrast, the gurukula system is based on 'man building'. The student ived with the teacher. He was part of his household. The language, sasthras, epics etc. were taught. Also arts like martial arts, archery were taught. All students had their share of work in running the household also. Here education was for a living a dharmic life. Having dealt with briefly on the differences in the basic tenets of the two types of education, we shall revert to the question whether gurukulam system is practicable now? It may sound odd if the answer is positive. But a pensive mind will not only accept this reply without hesitation but also will reflect on the module of gurukulam system to suit the present day. The points to strengthen this idea are many.

Having dealt with briefly on the differences in the basic tenets of the two types of education, we shall revert to the question whether gurukulam system is practicable now? It may sound odd if the answer is positive. But a pensive mind will not only accept this reply without hesitation but also will reflect on the module of gurukulam system to suit the present day. The points to strengthen this idea are many.

We shall consider a few of them.

A study by UNESCO o various systems of education in the world has found out that the oldest surviving system which is still effective is vedic teaching. As next point,

we can mention the awareness among farmers in India that organic farming is long lasting and is an alternative to the detrimental method of using pesticides and chemical manures. A silent revolution witnessed in the field of agriculture shall prove the point that all that is modern need not be good to the mankind.

A decade ago, I visited a modern school in the outskirts of Bangalore. Nearly 50 students were staying in the hostel attached to the school. All were meritorious students. They were trained for CBSE syllabus in the school. In the hostel, both morning and evening they were doing vedic study. The idea was noble. When these students spread out in to the world, in various parts, they would be not only in top posts but also would be fulfilling the need for a 'vaidiga' in that part. This model can be considered to modify the gurukulam system to suit the modern time.

In the modern gurukulam system, dedicated teachers should be produced first. Each teacher will be in charge of say, a small group of 20 students. The teacher and the students should live in the same campus. The teacher will take care of regular education. Students can pursue any course. The teacher will be a coordinator for all the students under his charge. In addition, the teacher will identify the individual talents such as music, games sports, arts, etc. And will help the student to develop skills in the individual interests. Then common to all students, he shall organise teachings on dharma to develop them into fine human beings. When the student comes out of the system, say at the Plus Two level, he would have had not only regular education, but also with specialisation in the area of his interest with values enriched mind. He will blossom into a very good citizen. The most needed infrastructure for the shift in the system is sufficient number of teachers who have faith in our values and who are good academics.

The world has been witnessing the ill effects of shifting the priority in ma's life from traditional way of living to economic needs. A leader of tall order can change the direction. We have examples. When Gandhiji led the agitation against British, Indians preferred to wear hand woven cloths and rejected fine finished machine made cloths. Such a revolution towards reliving the glorious past should also include ruralisation - in contrast to urbanisation - migration back to villages. The community living in such rediscovered villages, with use of modern development can provide a platform for gurukulam system. If this dream, which is practicable, comes true many problems engineered against mankind shall disappear. That is the era when dharma will be in its throne.

Swami Sadyojathah

Swami Sadyojathah is the first Swami of The Art of Living. He was born on 6/11/1969 in the Royal Family of Kerala, the southern most state of India. He finished his BTech in Mechanical Engineering. Though aristocratic blue blooded, Swami ji as a youth was fascinated by the communist movement in Kerala and was an active supporter of the Student wing of the Communist Party.

However an accidental meeting with His Holiness Sri Sri Ravi Shankar, way back in 1993 made a complete turn around in his whole life. The spark was more than enough to kindle the dormant traits in him to serve humanity and blossom into rarified realms of spirituality, into a roaring flame, under the careful and affectionate tutelage of His Holiness Sri Sri Ravi Shankar.

Swami Sadyojathah coordinates the International activities of the Art of Living Foundation since 1993. He is a senior faculty of the Art of Living Programs, which helps in eliminating stress with special focus on restoring human values in society.

He is the Director-International Affairs of the Art of Living and also the Founder Director of Sri Sri College of Ayurvedic Science and Research, a center of excellence imparting a degree in Ayurveda, The Indian System of Medicine.

He led the core team of Art of Living volunteers in trauma relief and counseling after the devastating Tsunami which hit the shores of India and Sri Lanka. Through this program hundreds of people could find solace and bring some peace in to their shattered lives and minds.

Swami ji has been actively involved in the relief process initiated by His Holiness Sri Sri Ravi Shankar in Sri Lanka. He was the Chief

Coordinator of the "International Conference on Peace and Reconciliation in South Asia" at Oslo. He has also addressed many international conferences including Parliament of World Religions which was held in Barcelona (year 2004) and in Melbourne (year 2009).

Abstract

What is YLTP?

The Youth leadership training Program (YLTP) was established in August, 1999. YLTP aims to bring awareness about the present social condition to the youth and bring them in the main stream effort of development. This is very important for a sustainable development, and also, it is very easy in a Spiritual atmosphere.

YLTP has a unique syllabus. It is an 8 days training program for age group of 21 to 40 years. With the effective use of Dynamic Yoga, Pranayama, a very powerful breathing process called Sudarshan Kriya, Meditations, Knowledge discussions, Games and many leadership processes. This training invokes attitude of service, brotherhood and social responsibility in the participants. Processes are also included to bring out skills like Public Speaking, Mass Motivation, Team Building etc in participants. It develops confidence in the youth.

Practical trainings sessions are also given in surrounding slums or villages to acquire necessary confidence to mobilize mass for social change. This is a very important skill for any social leader.

- Creates 'Yuvacharyas' out of selected rural youth from remote villages.
- Make them Physically, Mentally and spiritually strong.
- Impart them trainings and provide them guide-lines to run the 5H program
- They turn to take the responsibility of the society.

- YLTP teachers are trained and up-graded at regular intervals.
  - These teachers work as engines of transformation for the society.

Objectives:

- To revive and enrich communities through the upliftment and transformation of youth.
- To provide the tools to see clearly, young people have the vision to do something positive in their communities.
- To create the energy to translate their vision into action.
  To provide the platform for youth to make a difference in their world.
- Local youth are encouraged, motivated, recruited, trained extensively and then become 'Agents of Change'.
  YLTP puts special emphasis on training women to become youth leaders, as change is only sustainable when women are fully participating in the process.

Shaunaka Rishi Das

Shaunaka Rishi Das is the Director of the Oxford Centre for Hindu Studies. The Centre is the home of Hindu research and teaching in Oxford; the Hindu Studies Journal; the Routledge Hindu Studies book series; and The Bhumi Project - coordinating Hindu responses to the environment. In his role as a contributor to executive education programmes Shaunaka has lectured on themes of Leadership from Indian Sources; Ideals of Excellence; and Corporate Ethics. He has been published in Business India, the Guardian, and the Independent. He is also a broadcaster, and Hindu Chaplain to Oxford University.

Anantbodh Chaitanya

A Spiritual Sadhaka, Guide, Teacher, Motivator, Spiritual Counsellor

Anantbodh Chaitanya's passion for ancient wisdoms and modern science brought together one message for modern man – live, move and act in Self (Spiritual Excellence) and manifest personal, professional, as well as social excellence.

His simple, logical, intuitive interpretation of ancient wisdoms supported by fundamental understanding of modern science is aimed at Health, Harmony and Happiness; Peace, Prosperity and Success. The age old wisdoms find a New Paradigm of Living that discovers the Self for living a life beyond stress, sufferings and problems.

A humble family

Born in 1980 in Panipat, his birth name was Satish Kumar. He has always been a guiding spirit. His father Shri Mauji Ram Sharma is very gentle person. His family was very religious, therefore giving him a chance to be near saints and spirituality since early days. Anantbodh Chaitanya has been a devotee of "Shakti" since he was young.

An ordinary beginning to infinite journey

An ordinary beginning in life, together with passion for understanding the root of everything lead to his development of interest in philosophy and spirituality. He used to run away from his house to the Himalayas, in order to understand and practice meditation with little alms. During his stay in

the Himalayas, he discovered that even well-known masters have lived such a material life that a modern man cannot afford to live. The dichotomy of material and spiritual life always baffled him. This resulted in an awakening to integrate both for bringing transformation in life. He experimented first upon himself under the guidance of his master. Later, it converted into simple, easy and effective practices for guiding people who are suffering. Living a material life outside and a spiritual life within, he gradually experienced transformation in his life under the spiritual guidance of his master Acharya Mahamandleshwara Nirvana Peethadishwara Brahmlin Swami Shri Vishwadevananda Puri Ji Maharaj. He realized that only an inner awakening could bring about peace, prosperity and success in life. The spiritual foundations of material life bring both science and spirituality together, which is the need of present time. All programs that are developed and practiced by thousands of people all around the world aims at evolving human race, managing all sufferings and diseases, and achieving excellence in life.

Living with Great Masters

He has been most fortunate to have met, lived with and received blessings and guidance from some of the most renowned saints and learned scholars i.e. Acharya Mahamandleshwar Nirvana Peethadishwara Brahmlin Swami Shri Vishwadevananda Puri Ji Maharaj, Parama Virakta Dandi Swami Vishnu Ashram Ji Maharaj, Baba Guru Ji. H. H. Shri 108 Swami Dr.Paripurananda Ji Maharaj, Swami Chetananda Puri Ji Maharaj, Mahamandleshwara Swami Veda Bharati Ji Maharaj, Swami Amalanand Ji Maharaj, Swami Shri Sharadanand Ji Maharaj, Swami Shri Sarad Puri Ji Maharaj Yoga Rishi Vishvaketu ji , Yogi Chanderkant Ji are prominent amongst others. But he could intuitively experience that his life could only be transformed at the feet of one of the ten great masters, a living legend, a great saint Acharya Mahamandleshwar Nirvana Peethadishwara Brahmlin Swami Shri Vishwadevananda Puri Ji Maharaj. He dedicated his entire life to his master Brahmlin Swami Shri 108 Vishwadevananda Puri Ji Maharaj, who initiated him into the eternal tradition of Philosophy & Spirituality.

Formal Education

After completing his schooling in the year 1995 he went on to do his Bachelor of Arts from Kurukshetra University. He acquired formal education

in Yoga from 'AlakhYog' a Registered School of Hatha Yoga and Nature Care institution under Yoga Alliance International, though his journey in the world of spirituality had begun much before. His deep interest in Yoga and Allied Sciences led him to the study of related subjects and to acquire practical knowledge about their applications. These endeavors include certificate courses in Mudras and Marma therapy from Mrityunjaya Mission, Haridwar.

Study, Contemplation and Understanding

He has done an in-depth study of Yoga, Indian philosophy, Tantra and Psychology in order to understand the aim and purpose of life, its problems and sufferings. An unfailing commitment to the field of spirituality led him to the perusal of informal learning under monks, spiritual masters and philosophers. He studied many scriptures directly under the guidance of his master known as Baba Guru Ji in Narvara, Naraura that includes Astavakra Gita, Patanjlai Yoga Sutra, Gherand Samhita, Vairagya Sataka, Bhagvad Gita, Paanchdasi, Vrihat Prashthana Tryi and texts of Tantra, Jainism, Buddhism, Sufism, and Zen.

- Experience as Teacher, Guide, Motivator, Administrator, Organizer, and Researcher for more than 3 years in various capacities and positions.
- Spiritual Counsellor in Shivedale School, Haridwar, affiliated with CBSE.
- Stress management and Healthy living through Mudras for Trustee of Satsang Bhawan & Association of Geeta Mandir Market Vyapari Sangh, Bada Bazar, Kolkata, (West Bengal).
- Delivered lectures and imparted intensive training in stress management through Mudras to Maltese Citizens in Mosta, Malta (Europe).
- Working as a President of Sanatan Dhara Foundation Trust, Panipat, (Haryana).
- Invited as a prominent speaker in world Hindu summits 2013, Bali, Indonesia.
- Motivator and Teacher for the Mudras Therapy Teacher Training Program for Balinese People in Bali, Indonesia.
- Delivered Lecture on International Seminar of Ramayana in Jakarta

organized by Bank of Indonesia for its 200 employees 2013.

- Made a Presentation on Mudras for Stress management at a TV Program in Malta in 2014.
- Lectured on Mudras Therapy in Durga Mandir, Bangkok.
- Conducted theoretical and practical training in different aspects of Yoga and Mudras therapy for Russian Doctors, a program Sponsored by his Devotees.
- Gave a talk on Shakti Tatva to the Thai delegation visiting India at Shri Yantra Mandir, Kankhal, Haridwar.
- Conducted intensive workshops on yoga, meditation and stress management by Mudras for more than 100 soldiers at firing range in Saharanpur, Uttar Pradesh.
- Delivered lectures on Patanjlai yoga with reference to Indian philosophy at Ram Ji Mandir, Navasari, Gujarat while doing Chaturmasya Vrata in 2011.
- Conducted regular yoga and meditation classes form people from all walks of life.

Spiritual Development in the Material World

He dedicated himself completely to spiritual development, awakening within while working tirelessly for translating his spiritual experiences into logical, rational and scientifically developed programs. He used this work in order to manifest spiritual awakening into personal, professional and social lives thereby bringing integration between ancient and modern wisdoms. Yoga and spiritual experiences are intuitive, synthetic, abstract and integrative in nature that points to The Absolute Truth i.e. The Brahman. The scriptures while teaching the ancient wisdoms always use supra intellectual statements which is beyond the comprehension of rational mind. Modern science uses reason, sensual perception and objective experimentation to understand the matter, life and mind. Both originate from the same human being but from different parts of brain and mind.

Anantbodh Chaitanya always offered himself to people who are suffering

for awakening to Love, Energy, Awareness and Peace. He provides the first link between consciousness within and body, life and mind outside through counseling, guidance, practices and programs free from dogma, beliefs, rituals etc.

He has applied his divine knowledge over thousands of people over a period of 10 years in order to develop an integral wisdom. The participants in these programs include people from all walks of life such as executives, bureaucrats, diplomats, managers, engineers, students and teachers, housewives, army personnel and the list perhaps is endless. His programs blend matter and self in such a way that every step taken discovers greater reality within and higher achievement outside.

Anantbodh Chaitanya always has passion for learning. Further, he attracted people from all over the world i.e. USA, UK, Malta, Russia, Lithuania, Spain, Indonesia, Thailand, etc. by staying connected through online counseling.

Abstract

Introduction

No animal is so supremely equipped to learn as is man. Central in this superb equipment is the human cerebrum. By virtue of it, man can be matched by no other animal in flexibility and range of adaptation.

Education is the process of receiving or giving systematic instruction. Generally, it occurs through an experience that affects the way one thinks, feels, or acts.

History of Education in Ancient India

In ancient India, education was treated as a process of growth. In a technical sense Vidya refers to that knowledge of Brahman and its oneness with the individual self. The goal is to help the student to become the best person he can be.

From the Vedic to the Brahman period, a massive amount of literature was created. Even in the Brahman period, education continued to be looked upon as the means to knowledge. It has the same objectives that Vedic

period.

The aim of education is self-realization. Knowledge is the process of awareness and realization of the self. Ignorance is unawareness of a soul unrealized. The teacher is a guide, model, and a friend, who stimulates and inspires the continuous process of realization. However, with the passage of time and a change in the needs of society, the importance attached to them went through a change. In this period, the following objectives were ascribed to education.

1. Self-control.
2. Development of character.
3. Generation of sociability or social awareness.
4. Integral development of personality.
5. Propagation of purity.
6. Preservation of knowledge and culture.

Education now aimed at equipping the student for the struggle for existence. After the 'Upanayana' or introduction ceremony, teachers imparted education to their students according to their interests, tendencies and nature. Students were expected to have complete self-discipline and self-control. Teachers paid full attention to the psychological make-up of their students while teaching. Corporal or physical punishment was regarded as the last resort of administration and discipline.

Gurukul System

Education in Ancient India originated with the Gurukul system. This type of ancient Hindu school in India was residential in nature with the 'Shishyas' or students and the 'Guru' or teacher living in Guru's house. The students resided together irrespective of their social standing.

In addition to that, ancient Indian education achieved a noticeable position in the early Vedic period, beginning in the 1200 B.C to 600 B.C. In the Vedic days, the teaching of the four Vedas, the hymns and ritual practices were seen. The Vedas included the Sanskrit language, which in turn became the language of classical learning. Besides the pronunciation of the Vedas and

their implication, phonology, metrics, elementary grammar, and etymology were also taught. Vedic education also included rules of sacrifice, understanding secrets of nature, reasoning and logic of sciences, and skills necessary for an occupation.

Though, the Vedic education was not transmitted to people of low strata, yet the Vedic system inspired the modern day education system. The school in the ancient education system lasted for 7 to 8 hours a day. In fair weather, classes were held under the shelter of the tree. In the rainy season schools ran under thatched roof. Temple colleges of the past had been of great renown for having spacious buildings for classrooms and the residential complexes of the students and the Gurus. Gurukuls and Ashrams were generally situated on the riverbanks or on the lake to attain the knowledge.

Role of Guru in Ancient Indian Education

Education in ancient India had its own rituals and ceremonies. Education was a process of life. The teacher was the central figure, the very pivot of the education system. He was responsible for the child's moral, mental and physical upbringing. The teacher was friend, philosopher, and guide to the pupil. The studentship was like the scholar's second birth.

The Rishis were free from worldly desires. They were full of goodness, wisdom, and tranquility. The teachers were respected not for their material prosperity but for their wisdom, integrity and dedication to truth. They were objects of worship. The teacher in ancient India was not supposed to impose anything upon his pupils. The Prahlada episode in Mahabharata mentions that students are allowed to challenge or defy his teacher who is arrogant, ignorant of his duty and resorts to a wrong course of action.

The Brahman should practice charity, worship Gods by performing Yajnas. He may accept wealth in accordance with social justice and morality. He must always seek to promote good for others, and never do evil. He should look upon the jewels of others as if they were pebbles for him.

The teachers were of two classes, namely Acharya and Upadhyaya. According to ancient literary texts the Acharya performs the Upanayana ceremony of the students, teaches him the Veda along with ritualistic

literature and the Upanishads. However, he does not work for the pupil for livelihood. Upadhyaya, on the other hand, teaches his pupil the Veda and the Vedic literatures for livelihood. The Apastamba Dharma Sutra proclaims that though the teacher is the sole guardian of the learner during his study, yet he cannot exercise arbitrary power. It declares that the educator cannot utilise the pupil`s services for his own advantage. For the student`s offences, he can punish him in the prescribed manner but not in any way he likes.

Para and Apara Vidya

Two kinds of knowledge are discussed – one comes from scriptures, and the other from reflection. Spiritual knowledge comes from study of science (Veda shastra – scripture) and the knowledge of the supreme comes from reflection. Brahman is also divided in two categories – Shabda-Brahman who is attained through the word or Vedas and Para-Brahman who is attained through contemplation.

Ignorance is compared to utter darkness. Vedic knowledge shines like lamp, while contemplative wisdom shines like the sun. The Atharva Veda instructs that there are two kinds of knowledge – Para and Apara (higher and lower). The knowledge that comes from the Rigveda, etc which eventually helps the individual to attain the highest knowledge is termed Apara Vidya; and the one that leads the aspirant to the attainment of the Supreme is termed Para Vidya

S. A. Maa Krishna

Founder, Sri Matriniketan Ashram Sri Aurobindo Centre,
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S.A. Maa Krishna as on 2012

She received ***The Mother and Sri Aurobindo's*** Divine Call to carry Their Divine unfinished task of bridging Their past *Tapasya* with the present subtle physical Presence extending far ahead of Their future Divine action of Synthesis of All Evolution, of All Yoga, of All *Shakti* and of All Education. This endeavour also includes unity of All Humanity, All Religion, All Science, All Occult Science and all Spiritual Schools of thought.

She was instrumental in developing *Sri Matriniketan Ashram Sri Aurobindo Centre* to prepare it as a **Fortress of Evolutionary Synthesis**. The secret truth behind the material existence of physical Science and truth

of pure devotion of all Religious movements are to be reconciled with the Ascetic affirmation of pure Spiritual impulse. The Ascetic or *Sannyasin* aspiration upward to unite with the Divine is to be rightly and sufficiently related with ancient *Vedantic* approach of descending movement of the Divine *Shakti* to embrace its manifestation. The ancient *Vedantic* quest to reconcile Matter and Spirit, One and Many in its comprehensiveness is to be sufficiently related with the *Vedic* representation of the Divine Mother, the daughter of Sun, *Savitri,* who is concerned with the Divine perfection of material life and physical Immortality of mutable substance.

Few recognize *Sri Matriniketan Ashram* as **Virgins' Fortress** where the highest Spiritual ideal and motiveless quest could maintain itself in its most absolute purity and the Presence of the eternal *Vrindavan,* where the imperishable union and oneness of the eternal lover *Sri Krishna* is entrenched between the intoxicating sweetness of the Divine beloved *Sri Radha* and all-embracing ecstasy of His manifestation, the *Gopis*.

OM TAT SAT

Sri Matriniketan Ashram Sri Aurobindo Centre,

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Via: Brahmapur, Dist: Ganjam, State: Odisha, India

Abstract

"There are very few people who carry with them an atmosphere which irradiates joy, peace, confidence- it is very rare. But these are truly benefactors of humanity. They don't need to open their mouth."

The Mother

On this auspicious occasion of noble and great World Hindu Parisad/ World Hindu Wisdom Meet-2014, I propose following abstracts not on behalf of me but on behalf of *The Mother* and *Sri Aurobindo* for world

Spiritual movement and radical Divine change. All our human effort has a subordinate role and utility before the great mysterious infinitely superior Divine plan and wisdom which works out its faultless action since the beginning of this creation.

1) We must hate none, despise none, be repelled by none but rather to accept this existence as the body of *the Brahman*, where the Divine is little revealed in one or more revealed in another or veiled and wholly distorted in others for that which He intends to become something best in their form and to execute secret Divine plan in their recalcitrant nature. And this Spiritual experience is extended to embrace Godhead in whatever disguise He approaches us.

2) We must regard, obey and adhere to the law, guideline, norm of traditional or ancient schools of Yoga in conformity with our highest objective Truth realization and proceed ahead with the other complementary discipline of constantly renovating and restating all truth and practice through fresh instreaming of Spiritual experiences.

3) We propose to give secondary importance on the outward appearance of things and fellow creatures and deliver them from contradictory and hostile ideas and emotions and insists to lean on primary importance of seeking the Soul and Divine in all. And we always preserve within us the inalienable sense of unity in the middest of infinite variation of potentiality and differences of all possible relations. A seeker of truth would under no circumstance set the power and knowledge in him against the power and knowledge in others or affirm himself as an ego striving against other egos. He is rightly related with the world by giving or contributing what is the best, the profoundest and the completest in him.

4) All our action of intermediate planes between the highest and the lowest are the intermingling of truth and falsehood, knowledge and ignorance, joy and suffering, from which pure truth, wisdom and delight have to be worked out. It further believes that the Truth of things that emerges out of the phenomenal world's contradictions is an infinite Bliss and self-conscious Existence, the same everywhere, self-existent in all things, in all times and beyond Time, whose

largest totality and most intense vibrations of activity can be entirely manifested through practice of Yoga and Spiritual discipline.

5) The integral liberating Knowledge or "***Sā Vidya Yā Vimuktaye***" insists on the unity and reality of all the manifestations of the Absolute and refuses to confine truth to any one aspect. It admits all the valid truth of all the Schools of thought by getting rid of their limitation and negation and reconciles these partial truths in the larger all-truth that fulfills our whole being entirely.

6) This Wisdom proposes to turn all the individual problems, one sided view points, individual perfection, liberation, *ananda* and limitation imposed on *Brahman* out of partial Divine experiences into catholicity of the all vision of the Divine and he will be able to wait, learn, grow, integrate, synthesize and universalize all Deities, Teachers, Scriptures, Religions, developmental urges invented by Mother nature and weld them strongly to the One, the Ineffable and the Infinite and unifies many states of Consciousness at a time.

7) Lastly, we aspire for the complete descent of the dynamic Divine *Shakti* or the Divine Mother through all Her attributes that of the Truth Supreme, Love Supreme, Delight Supreme, Knowledge Supreme, Beauty Supreme, Power Supreme, Life Supreme, Light Supreme, Silence Supreme, Peace Supreme, Word Supreme, Voice Supreme, Void Supreme, and entry into all the intermediate worlds or planes of Consciousness that exists between the Inconscient Matter and *Sachchidananda*.

Though, the UNKNOWABLE is not knowable by the finite mind or to our limited mental consciousness, it is not altogether and in every way unknowable; it is self-evident to an infinite Consciousness or a knowledge by Identity and the Spiritual Being within us can explore all the ranges of Consciousness from the darkest Inconscient plane to the highest plane of *Sachchidananda* to unravel the whole of the Unknowable and its complete Divine manifestation. *OM TAT SAT*

Om Shanti Shanti Shanti

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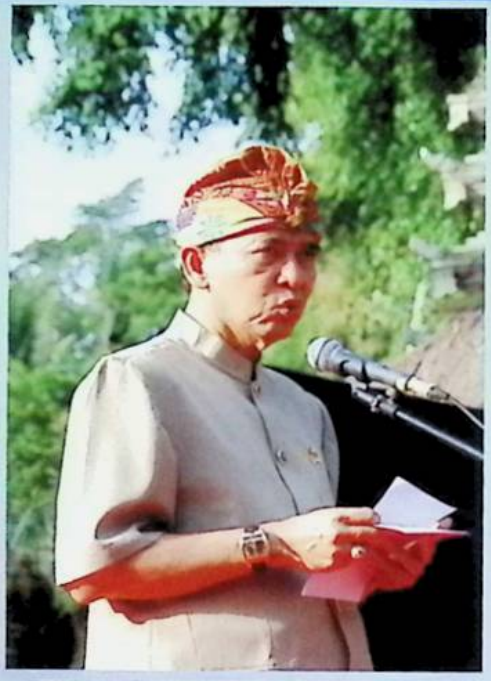


Dr . Amarjiva Lochan

Curriculum Vitae

1. **DR AMARJIVA LOCHAN** is Associate Professor in Ancient Indian History and Culture (Shivaji College) University of Delhi, Delhi,. He is also Member, Executive Committee, IAHR (International Association for History of Religions) affliated to the UNESCO and President of its fifth regional Association, **SSEASR**(South and Southeast Asian Association for the Study of Culture & Religion). With a throughout first class academic career, he comes from Gaya.

2. Dr Lochan has his *Ph.D.* on **India and Thailand : A Study in Acculturation** under Late **Prof. D. Devahuti**. With a knowledge of Sanskrit, he tries to pick up several Southeast Asian languages including Thai. He has been instrumental in coordinating with the early inscriptions in Southeast Asia in general and Khmer and Thai in particular.

With a teaching experience of 27 years, he had prepared courses for several Universities in the world. He developed the entire **Master's Degree**

Programme for the Indian Studies at Mahidol University, Thailand (2005). He is also currently helping to develop the curriculum related to the Hinduism (with special emphasis on India) for the Master's Degree Programme being run jointly by the University of Basel, University of Lucerne and University of Zurich in Switzerland. He has also been PhD supervisor for Ms Warindhorn Benjasri (***Naming Conventions in Thailand among Indian Thai of Hindu religion: A Culture Reflection),*** at Mahidol University in 2012.

Dr Amarjiva Lochan has lectured/presented 63 research papers at the overseas universities at over fiftyfive countries. He delves into the aspects of Hinduism in Southeast Asia. He is the editor of **Sanskrit Studies Centre Journal, Bangkok, Thailand; Member, Editorial Board, the SSEASR Journal, New Delhi,** and ***India Calling*****, Thailand.**

Abstract

History of Education in Bharatavarsa

The history of education in India is very old. The methods of teaching and writing have been referred to since the time of Vedas. We also find the sculpture showing pupils(sisya) learning by writing on slates in group. As everything in India (also known as Bharatavarsa) is quite old and pre-Islamic, it can be termed as Bharatiya education system. Our education always began with teaching of traditional elements such as Indian religions, Indian mathematics, Indian logic at early Hindu and Buddhist centres of learning such as Taxila (in modern-day Pakistan) and Nalanda (in India) before the commencement of Christian era.

EARLY HISTORY

Early education in India commenced under the supervision of a *guru*. Initially, education was open to all and seen as one of the methods to achieve Moksha, or enlightenment. As time progressed, the education was imparted on the basis of occupation, expertise and interests of the ***sisya*** . The *Brahmans* developed wisdom and knowledge of more about scriptures and religion while the *Kshatriya* were educated in the various aspects of warfare. The *Vaishya* caste learned commerce and other specific vocational courses The earliest venues of education in India were often outside the urban centres and were secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the *guru* and stay away from cities in *ashramas*. However, as population increased under the Gupta empire(third-fifth century AD) centres of urban learning became increasingly common and Cities such as Varanasi and the Buddhist centre at Nalanda became increasingly visible.

Education in India in its traditional form was closely related to religion. Among the Heterodox schools of belief were the Jain and Buddhist schools. Buddhist education centres were then found also as urban institutes of learning such as those at Taxila and Nalanda where grammar, medicine, philosophy, logic, metaphysics, arts and crafts etc. were also taught. Early secular Buddhist institutions of higher learning like Taxila and Nalanda continued to function well into the common era and were attended by students fromChina and Central Asia.

On the subject of education for the nobility Joseph Prabhu writes: "Outside the religious framework, kings and princes were educated in the arts and sciences related to government: politics (*danda-niti*), economics (*vartta*), philosophy (*anviksiki*), and historical traditions (*itihasa*). Here the authoritative source was Kautilya's *Arthashastra*,

often compared to Niccolò Machiavelli's *The Prince* for its worldly outlook and political scheming." The *Rgveda* mentions female poets called *brahmavadinis*, specifically Lopamudra and Ghosha. By 800 BCE women such as Gargi and Maitreyi were mentioned as scholars in the religious *Upnishads*. Maya, mother of the historic Buddha, was an educated queen while other women in India contributed to writing of the *Pali canon*. Out of the composers of the Sangam literature 154 were women. However, the education and society of the era continued to be dominated by educated male population. It is possible that later historian twisted the truth that the so-called lower castes in the society were denied the right to education only in order to pitch for better concessions and create a feel-good factor to the leaders of society so they may corner the valuable mass support. If one did not learn how to kill a wild boar without being goared or gather honey without being stung by it or sow maize and harvest or brew the fine somabanams or make tools and implements, the society would have perhaps gone without food or shelter. It is wrong to say that the teaching existed only in schools run by the upper cast teachers in their so-called Gurukuls. The society was teaching its subjects in the exact and required skills as appropriate to the time. It is widely acclaimed now that the class room education does not teach the actual required skill sets either for life as it is perceived now or add value to the humanity at large.

Ms Bhartiben Tailor

President of the Hindu Forum of Europe

Bharti was the first female to be elected Secretary of a Hindu national umbrella body in Britain.

Bharti was also the first Hindu female to be invited to join the European Council of Religious Leaders, and the first woman to be elected President of the Hindu Forum of Europe.

Bharti went to university at age 37 to catch up on education she had not valued in her youth. She has served as a Non-Executive Director for a Health Trust in England, worked at strategic level in a Local Authority, as well as worked at grass roots level in education and social care, and has research experience. She brings all this together in her consultancy and her voluntary work. Bharti is a highly motivated and respected individual in her charitable work as well as her business. In 2012 she led the Hindu group that displayed the 'treasure of Hinduism', that was shared with Queen Elizabeth II of England as part of her Diamond Jubilee Celebrations.

Description of work undertaken in the Education Fields	Level at which delivered	Date last delivered
Teaching Hinduism through Rangoli Patterns	Various Schools and Colleges in England	Mar 2014
Anti-Discriminatory Practice Training	Student Mentors of a Sixth Form College	May 2011
Rakhi making,	Newnham Middle School, Bedford	Feb 2009
Teaching Hinduism	PGCE students University of East Anglia	Sept 2009
Setting up Multifaith Chaplaincies in Further Education Colleges	Regional and National	May 2008
Dance & Rangoli workshops.	Students of a Further Education College	February 2008
Diversity Training including Culture and Religions of South Asia, Judaism, African and Caribbean Cultures and Rastafarianism	Librarians, Library Staff	September 2008
'Teaching Hinduism at KS2'	Teachers of Religious Education	January 2008
Cultural Diversity & Business http://www.bedsonsunday.com/bedsonsunday-business/DisplayArticle.asp?ID=78091	Businesses, Diversity leads for Statutory Sector	March 2007

Life after death - the Hindu perspective.	1. AS Level students 2. General Public via Radio Inter-view	February 2006
Rangoli (Hindu art) workshops	General Public	May 2005
Video for promoting Interfaith Week http://www.interfaithweek.org/index.php/media/videos/bharti-tailor	Interfaith Network of the UK	2011

Media Coverage:

http://www.thejc.com/community/community-life/22370/interfaith-women-meet-board-deputies

http://www.nhsbt.nhs.uk/news-and-media/news-articles/news_2012_03_09.asp

Articles:

http://tonyblairfaithfoundation.org/userevent/%E2%80%98interfaith-one-my-life%E2%80%99s-passions%E2%80%99

Newspapers/Magazines:

http://www.faithinitiative.co.uk/article.php?issue=1366502438 on Organ Donation

R E Today May 2008, Exploring Celebrations, *"My Hindu Divali"*,

May 2009 Creating Art-learning *"Hinduism Through Rangoli Patterns"*

Faith Initiative- Issue 22: Keynote Displaced Lives *"The Tamils of Sri Lanka"*

Issue 27: Organ Donation; *"From Fear to Faith"*

TV Appearances:

The Big Questions: Are Religions Unfair to Women? http://www.atheistmedia.com/2013/05/the-big-questions-are-religions-unfair.html

Radio:

http://www.bbc.co.uk/programmes/p01p8290 used to teach about calendars

http://www.cbcew.org.uk/CBCEW-Home/Departments/Dialogue-and-Unity/Other-Religions/In-Their-Own-Words-The-world-s-nine-major-religions/Hinduism

Conferences and Panels:

http://www.brent.gov.uk/media/4833694/Brent%20Connects%20KilburnKensal%2010.7.13%20notes.pdf

Italy: Conference on Women and Public Engagement - A Faith Perspective. April 2013

http://www.faithsforum4london.org/event/free-speech-roundtable/ 2013

Abstract

Hindu Education: The perspective of a Practitioner from Europe

There was a time when Hindu children learned the practices of their elders and carried them out religiously. Today there are parents of Hindu origin who do not know or do not practice those traditions and therefore their children cannot absorb them. The modern educational environment teaches students to question everything and so they are looking for logical explanations for practices. Teaching of Hinduism therefore has to be logical practical and uncomplicated at the same time.

This presentation will focus on:

- The education of children born into Hindu families in Britain and Europe.
- Education of non- Hindus so that they can better understand Hindus and appreciate Hinduism,
- Deconstructing the negative image of Hinduism that is propagated in some communities, both Hindu and non-Hindu, by tackling the thorny questions that crop up and teach our children how to answer these questions as this is in the weakness exploited by those who convert Hindus.

- to the Need for outreach teaching and teaching in informal settings such as the new social media and Chaplaincy settings and the need to train people to work and teach in these environments. The speaker will elaborate on what these environments are and look at how far we have penetrated them.

- Lastly, for the teaching of Hinduism is it enough that someone possesses the knowledge? Or should they also be of sound character and live a dharmic lifestyle too? The will look at teachers and role models and the qualities they should possess based on the tenet that a student must be worthy of learning and a teacher must be worthy to teach.

Nicole Phoenix Starr

Nicole Phoenix Starr is a social entrepreneur living and breathing deeply in Bali, Indonesia. A woman of many guises and passions. A stellar career across a myriad of pathways. Currently writing her first novel, facilitating Spiritual Journeying Retreats, meditation groups and personal mentoring on the Island of the Gods. She is a true inspiration and a shining light. Real, raw, authentic and a modern day Hindu Spiritual She-Master.

Living a life on purpose and helping others do the same. Awaking the muse within. Being the example that we wish to see in this life. In a personal manner that comes directly from the heart. Passionately, lovingly and with Integrity.

There are no accidents or co-incidences in life, just synchronicity. Nicole creates the space and ignites personal permission for everyone to be exactly who they were born to be. Finding that knowing deep within.

Life is to be lived full out while time to rest and surrender is paramount. A journey with Nicole on any level is a momentous occasion and often unimaginable.

Ease and Grace are her key desired values while knowing the sometimes perceived difficult road is exactly what our souls expression has for our highest good. Making the journey one of revered cadence and ultimate blissful moments.

Inspirer, Sharer, Spiritual Journeyist, Maven, Warrior Woman, Hindu

Spiritual Master, Manifestation of Durga, She-Shaman, Writer, Wordsmith, Wayseer, Misfit, Illuminator, Mother, Moon Dancer and a Great Friend.

http://www.nikstarr.com/
http://nicolephoenixstarr.blogspot.com/

Abstract

As a modern day Hindu, mentor and mother the Vedic teachings are naturally used in my work. I find the lessons invaluable in sharing the wisdom to young children and older people alike. There is magic in these teachings. I know that if I open the book at any page a relevant story will give me the exact answer my soul needs at that time. As a mother I read a condensed version of the Gita to my children, knowing that the divine will be immersed into their nature as a consequence. I feel very grateful to share these teachings as a natural education to all at this time of kali yuga, we are very fortunate.

I feel it is paramount to be continue this education to all of humanity, I am a committed vessel to share these vedic teachings of the Hindu way. I feel honoured to be a representative of God as the voice of a western woman with passion and devotion as to inspire others of the great value of this way of life. Personally have created a wonderful life and greatly inspired many using this practise within all aspects of life.

Lidia Ukhaneva, M.D.

Lidia Ukhaneva, M.D., graduated from the Setchenov's Medical Academy, Moscow, is a physician, teacher, nutritionist, scientist and leader of Angka meditation community in Malta.

In a last few years she is a founder and director of Angka café& Green clinic Rejuvenation center in Malta, coordinator of Angka meditation movement in Russia.

As a Psychiatrist, and later on a specialist on the field of Transpersonal Psychology, through her professional and personal experience, she discovers deep connection between human Psyche and ancient spiritual knowledge.

After graduated degree, being a student of the Humanitarian University in Russia, she studies the history of basic religions. That time she discovers the Philosophy of Hindu religion or Vedic teachings.

This discovery build up her interest towards Veda and Hindu traditions and bring her to Putaparty Sai Baba's ashram. On her travelling through Asia she have met a teacher of Sanskrit and a great propagander of the knowledge of Bhagavad Gita Prabhu Darmayasa. Since this time her spiritual life is very connected with Hindu religion. With the guidance of Prabhu Darmayasa at her Center in Europe she is leading regular Meditation and Yoga classes, organizing Mantra chanting and satsang, making public lectures on Vedic cosmology and performing Agni Hotra for the community members. She is participating Hindu celebration and Hindu community gathering in Russia and Asia. During her seminars on Stress-management and awareness workshops she is helping people of different religion to recognize the benefity of Veda by their practice. Dr. Lidia is well known in Malta propagandist of Vegetarian and Conscious eating movement; she is using Ayurvedic knowledge in her professional practice. Also she is a regular guest on TV and Radio programs on mind-body-spirit, and leading a lectorium on the subject of the Science and Spirituality based mostly on Veda and modern science. During her regular visit to Asia she have been a

speaker on Rishikesh Yoga and meditation conference in India, at Saraswaty festival 2010 in Jakarta, conferences of Angka Meditation in Bali.

Abstract

Vedic education and Integrative well-being.

Psychology of Individual development for self-realization.

Before discussion about any types of education, we need to answer a few global questions: - what is the target of education in general, and where the particular educational system leads us. Other words, what are the subjects of study, and how it can full feel the real purpose of One's life and the society in general? Those questions are waiting for the responsible answers if we fully realize ***- the clash of civilization begins with the clash of the contents of the individual mind****. If we recognize the purpose of education as a global system to direct the civilization towards the highest value of Life and Self-realization, it is imperative that we have to re-educate the modern education, in favor to develop the essential perceptions of existence for individual and collective consciousness.*

In our days the modern social educational system are in a crisis all over the world. Western education together with the economical globalization is influencing the educational system of different cultures and societies. One of the biggest bankruptcy of that system is an individual realization that "I am living not my life, I am not my resume!".

Education based on perceiving, utilizing and using the information, which we receiving through neuro-receptors of brain. The other way, education based of Psychology.

Psychology in Greek means the science of the soul. Vedic psychology is also related to the soul. What is different?.. The difference is the loyalty to the Soul!

Vedic psychology deals with the question how the soul perceives this world. Modern psychology explores the mind and personality to improve upon who we are, without knowing the essential truth of Self... The psychology of the ancient sages explores the mind and personality to discover who we are not, but have mistakenly come to believe we are.

The psychologies of meditation and contemplation lead to experience beyond the inner mental clash. Such clear minds can truly guide civilizations beyond the outer wars, which reflected our inner wars.

All religions teaching peace but cannot achieve peace...

Those wise in Vedic Psychology can serve to not merely lecture or preach, but to practice themselves and train others in the introspective methods of self-awareness leading to perfect peace, which knows nothing of any clash.

Scientific research proving that Consciousness-based education (Vedic education) promotes development towards the full potential of brain functions and the actualization of mental potential, which are the crucial missing elements in modern education today in family and society.

Moderator:

H.E. I Gusti Agung Wesaka Puja will become the Moderator for the World Hindu Wisdom Meet 2014, together with Prof. I Nyoman Sucipta.

CURRICULUM VITAE OF

MR. I GUSTI AGUNG WESAKA PUJA

ASEAN SOM – Leader Indonesia / Director General for ASEAN Cooperation

Mr. I Gusti Agung Wesaka Puja is the ASEAN SOM – Leader of Indonesia / Director General for ASEAN Cooperation since April 2012. He was appointed as Ambassador Extraordinary and Plenipotentiary of the Republic of Indonesia to the Republic of Austria, Republic of Slovenia and Permanent Representative to the United Nations and other International Organisations in Vienna in March 2010. He is also the Governor of Indonesia for the International Atomic Energy Agency (IAEA) since 2011. From 2010 to 2011 He was the Indonesian Sherpa for Nuclear Security Summit.

Mr. Puja has been involved actively in various multilateral forums throughout his diplomatic career. Prior to his assignment in Vienna, he served as Ambassador/Deputy Permanent Representative of the Republic of Indonesia to the UN bodies, WTO and other International Organisations based in Geneva, Switzerland (2006-2009).

In addition to his work in multilateral forums, he was also involved continuously in the five-year long Aceh Peace Process (2000-2005). He was a member of the Indonesian negotiating team to the signing of the Humanitarian Pause (Geneva, 2000) and Cessation of Hostilities Agreement (Geneva, 2002) facilitated by the Center for Humanitarian Dialogue, as well as the Helsinki Memorandum of Understanding (2005) facilitated by the Crisis Management Initiative (CMI) led by former Finnish President Martti Ahtisaari.

He joined the Ministry of Foreign Affairs of the Republic of Indonesia in 1986. His first assignment was at the Embassy/Permanent Mission of the Republic of Indonesia in Vienna (1992-1996). He was a Counsellor at the Indonesian Permanent Mission in Geneva (1998-2002). He was subsequently appointed as Director for Human Rights and Humanitarian Affairs, Ministry of Foreign Affairs of the Republic of Indonesia from 2002 to 2006.

He holds a bachelor degree from the Faculty of Social and Political Sciences of Gadjah Mada University, Yogyakarta (1985) and a Master of Arts degree from the Horrace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor, USA (1991).

He was awarded by the President of the Republic of Indonesia: The Satya Lencana Dharma Nusa Award (2006) for his role in the Aceh Peace Process, the Satya Lencana Karya Satya 10 Years Service Award (1997), the Satya Lencana Karya Satya 20-Year Service Award (2007), the Bintang Jasa Utama Award (2010) for his role as member of the Indonesian negotiating team for the Aceh Agreement in 2005. He was also awarded by the Minister of Health the Ksatria Bakti Husada Arutala Award in 2011.

He was born in Bali on 11 January 1962 and is married with two sons. His hobbies include tennis, badminton, traditional Balinese dances, Javanese gamelan and classical music.

Prof. Dr. Ir. I Nyoman Sucipta, MP is Professor at Udayana University, Bali. He was Dean of Department of Agricultural Technology of Udayana University, and have done several important research in the field of Agriculture. He was also chairman of Research and Community Development Department of Udayana University for several years and faculty members of Department of Medical Science, Udayana University. For two years, he was member of Steering Commitee for Various Programs of Directorate Generale of Higher Learning, Minister of Education and Culture. Since the year of 2010, he has been appointed as the Regional Coordinator for Private Universities of Bali and Nusa Tenggara. He also often appears as speaker at several national seminars and conferences in the field of Agriculture and Medical science.

SUPER BUSY BUT DOING NOTHING

By: Darmayasa

Dharmah svanusthitah puṁsāṁ

viśvākṣeṇa kathāṣu yah

notpadayet yadi ratim

Srama eva hi Kevalam

«One who takes actions in accordance with his or her own liability; if it is not with a view to satisfying the Almighty God then he is simply hard worked in vain.»

We usually take pride when we manage to accomplish our duties as well as responsibilities properly and perfectly. Perhaps, in the eyes of the world, we come under the category of a successful and an exemplary person. Yet, very rarely we could accept that in fact we have not done anything yet; yes, when we look at it from the spiritual point of view then it turns out that we have done nothing. Although, it seems that we have been studying and doing a lot of things; again according to our duties and responsibilities, we have executed them thoroughly.

Lots of things in our life are actually far beyond the reach of our reason and logic. Some special «tool» is required to understand them. Such things are not delivered by letters, fax, mobile-text messaging, e-mail or by other means. They should be learned directly because learning spiritual subjects should not be just like collecting information from others. When a real Guru is giving instructions, he would do it with his spiritual power or strength. The sentences that come out from a sacred Guru are no longer sentences but, they have become «*mantras*"

(words or sounds contain divine power). In other words, they are not to be treated as an additional collection of reading materials. Here lies the difference between the methods in spirituality and the methods of the general public. We are not a collector of information but a direct "receiver" of the Guru's or God's guidance or blessing. If we are ignoring the ordinance in learning religious or spiritual matters then, we are going to collect only information. It will come in the head, and that's all. In consequence, all that we do, more or less, will be simply futile even though we have done it all faultlessly.

As written in the Holy Scripture Bhagavata Purana; people should perform their tasks and obligations with the purpose of satisfying God the Almighty. *Pu□sām* means the people, *dharmah svanu□□hitah* means to perform the duties properly and completely. However ..., *yadi na utpadayet ratim*: if it is not able to awaken and amplify their love and devotion to God then, whatever has been done thoroughly will be... *srama eva hi kevalam*: simply a futile hard work.

A true seeker will be able to understand this point very well. Nevertheless, those whose life is oriented or concentrated only on the mundane achievement then, the circle of their activities will be simply inside the worldly boundary. They cannot imagine anything beyond the material level. They would get confused when other people talk about spiritual issues. They can't figure out anything at all. They have no clarity of what others are talking about; it is just like the ordinary persons who do not know anything about science or computer programming, they will be stunned the moment they hear about it as well as its complexity. Such was the state of the people who get caught by the mundane stuff. They fail to understand what others are discussing. In fact, they would assume that other people are insane and talking nonsense.

It is essential to be noted down by the follower or the devotee of God or by a good meditator, i.e. how to do something so that whatever it is, it is under the auspices of the Real Guru (God the Almighty) and it can satisfy Him.

If you are a 100 percent in search of God and then, be that 100 percent to rendering devotional service to God, surrender your entire life for God's sake, do whatever it takes to satisfy the Lord Almighty. Yet,

you need to find in the Holy Scriptures what the things that can satisfy Him. It is not us to make our own interpretation, our own assumption or our own decision that everything we do must be satisfying the Lord.

I recently read some news in a website that a crime took place in Chatsworth Estate, England, where a mother named Shayma Ali has killed her own child. She claimed that she got an order from God to do that. She did it very well. She killed her child in his sweet and cheerful age with 40 stabbings and pulled out his liver.

In today's society, we can see stressful people are conducting "spiritual practices". They are quite a lot in number. They argued that they received orders from God and then made themselves as the Mahdi, the Prophet, the *Avatara* (God Incarnated), the Messenger, the Kalki (the last God's incarnation in the present age of *Kali*) and so on. In such situation, they are totally lost, and others who follow them get lost as well. They and their followers are eventually pushed away from God by God's own way.

If someone wishes himself to be saved in the God's way, extra carefulness is necessary in this regard. People are often deceived by the so-called inner voice, false conscience, assumed *pawisik* (divine words), purported God's commands, and the like. If they are not vigilant and are not guided by highly spiritual intelligence and then, they will be deprived of the God's way.

A spiritual inner whisper, which is the direct whisper of the *atman* (the Soul), will arouse ONLY from within the individual who is simple, pure-hearted, away from dishonesty, full of devotion to God and is under the guidance of a bonafide Guru. If a person directs himself in a spiritually intelligent way; then, he would lead himself to the state of consciousness where he feels as if doing nothing even though he has done so many things.

One night, having come back from taking Mr. Rajiv Malik to see the place where people were making *Ghenta Shakti* (the Powerful Bell, made of metal, used by the Hindu priests in Bali during their prayers) in Budaga village, Klungkung Regency; we sat by the stream next to Guruji's room. It was started by the presence of Luna Maya and her father

who was eating a very hot Balinese porridge but could not express the taste in English. Luna Maya and her father were originally from Moscow, Russia. She understood her father and soon took another food for him to cool down. Then, I came and sat there, followed by Mr. Gusti and his family coming from Negara, West Bali, and there was also a friend of mine from Guwang, Sukawati. We were chatting to and fro, and especially Luna Maya who told us about her trip to Thailand. She expressed that she missed a lot our Meditation Center in Bali where she experienced incredible peace that she did not find in Thailand. At last Mr. Rajiv arrived at the same spot accompanied by his driver and his photographer. I invited him to join us enjoying the Russian green tea as well as the Indian tea that was prepared by Hari Dharma's mother.

Amidst the interesting chats about the "Ghenta Shakti", suddenly Masha, who was also Russia by origin, appeared in a cool greenish color of her veil. She looked really elegant. During her introduction with Mr. Rajiv Malik, he asked her, "What are you doing here?" Masha replied, "I am doing nothing". "Doing nothing?" he remarked surprisingly. "Yes, I do nothing here," Masha asserted. And then Mr. Rajiv jokingly commented, "Oh, now I understand that you must be the rector of Nothing University," made everyone else burst into laughter.

I told others that Masha had done three times the special *sadhana* of Meditation and she became truly happy. Listening to that, Mr. Rajiv then expressed his desire to be one of the students at the Masha's Nothing University. Masha just smiled and responded, "For that, you must come and stay here! And... do nothing here!" Mr. Rajiv followed up, "Yes, doing nothing because Prabhu Darmayasa doing everything here, ha ha ha..., " while laughing freely. Masha added, "Yes, just do nothing because Prabhu is doing everything. And then, you get everything." The jokes made everybody who was present then and there laughing cheerily.

Now, perhaps we can reflect on the chitchats above between Ms. Masha and Mr. Rajiv particularly on their expressions about «Nothing University» where we can come and learn about «doing nothing» or "not doing anything". The students simply need to come and live in the campus of the Nothing University. After a few semesters passed by doing nothing and then, the students will see their Teacher (*Guru*) does

everything for them at the end of the semesters.

They will listen to the Guru telling, «I am very busy but doing nothing». Afterward, they will slowly realize that they are indeed doing nothing. They will see themselves of no value at all compared to what has been done and achieved by the students and the teachers of other universities.

In due course, they will be given the task of making a thesis. They will utilize to their best all their time, opportunity, ability and energy to write their thesis while preparing themselves for the final test as well.

In the course of time, they become more aware that they are really doing nothing. Whatever done is all nothing (empty, *sunya*). They understand that everything they do is nothing, is meaningless, and is just like a drop of water gets lost in the middle of the vast ocean. They will marginalize their ego, then. They will be liberated from their ego complex. They will not consider themselves having done something worth in the presence of their Guru.

If in the past, one used to expect his Guru's attention and praise for what he had accomplished; now, he will understand that the ego behind an action will greatly reduce the value of both the action and its result. The ego makes everything become meaningless and even spoils the taste of the service making it dirty and worthless; because he need to be praised first then only he will do service, because he wants to satisfy his ego first, because he expects the people's recognition that he has done something great for the Guru, and because his name should be recorded and announced as the leading donor. Such Ego compels him to be an "important person" in front of God.

Now, let's say that he has been an experienced student who has gone through various semesters. And his heart has been purified. Then, he is prepared to render service ONLY for the sake of service. He will never think that he has been doing or has done something. Finally he realizes that whatever he does is only obligation and sacrifice to God the Almighty.

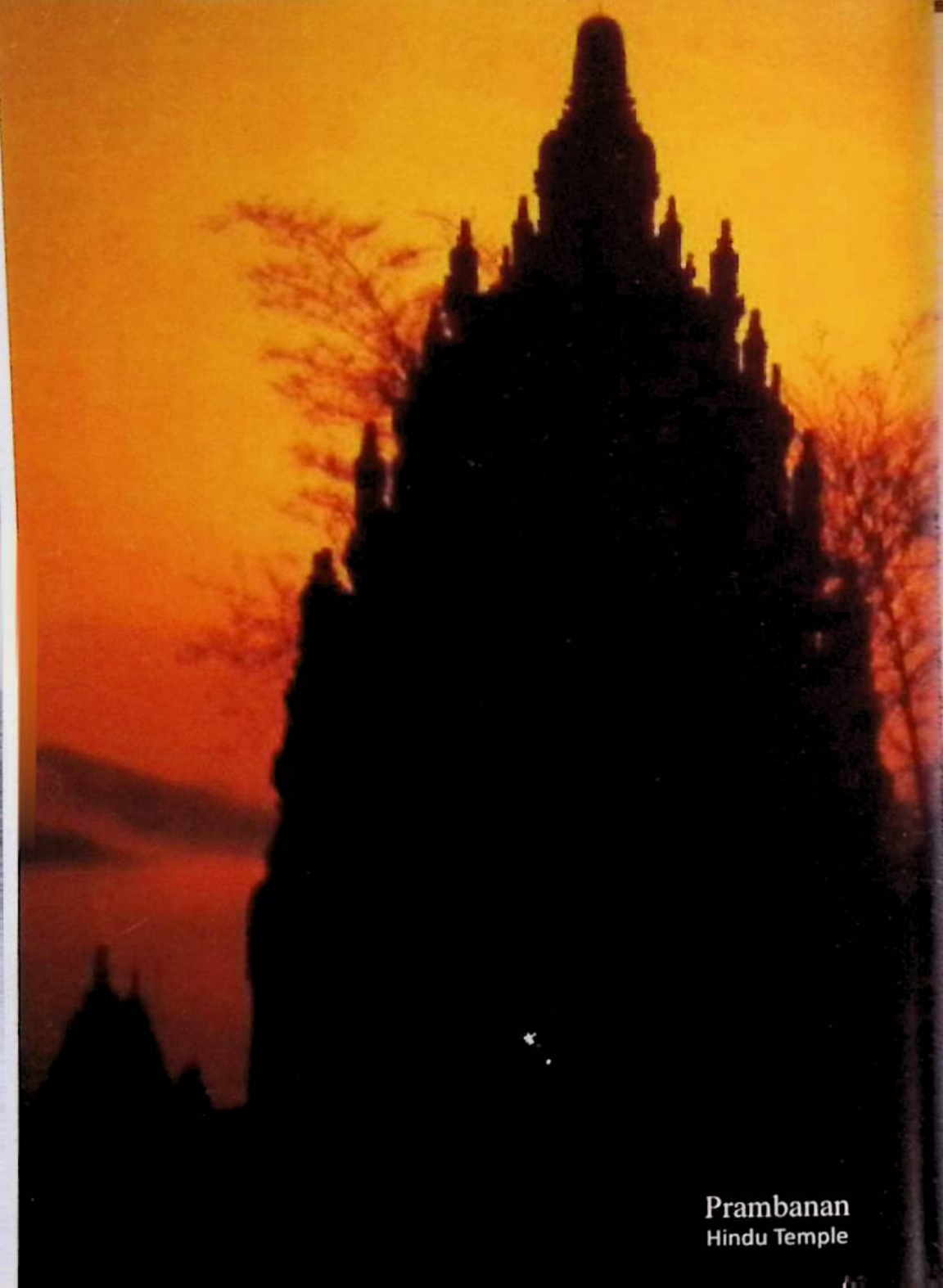
Furthermore, he understand that he should take any action as a

part of service to God through His creations, and it is actually for his own sake; so, there is no way to say «I am the doer». Sometimes, he would feel that although what he did for many people might be of great value but all it is actually just nothing, valueless, and even cannot be categorized as a kind of service. He would remain in the service but having no sense of ego of doing it.

In conclusion, everything that he has done is just because of his Guru's blessing, because his Guru who provides him the opportunity to do service for the process of his perfection. Previously, when the student could not see the glory of the Guru he used to be very excited in the path of service with all the spices of his false ego. He became increasingly disoriented by his ego and even got occupied in seeking the Guru's mistakes. He became increasingly out of temper in acting the service and unknowingly turned out to be increasingly deprived from the Nothing University.

Now, he has realized the mistake and he sees only the Guru's blessing everywhere. Only the Guru's blessing. It is only by the Guru's compassion that he can be lifted out from the mud of sufferings. He becomes very happy in doing all the service and does not regret anything at all about it. He has never dreamed whether his Guru will see him doing something or not. He does not even think about it. He has done all kind of services just for the sake of doing it. He has no longer any calculation in the mind. He is contented being busy in doing nothing. He realizes that everything is done by the Guru. He could do something simply because the Guru wished it.

In this context, the Guru refers to God the Almighty. In the practice of our meditation as well as in our ancestral tradition, we call the Supreme God as our Guru by His different names such as Sang Hyang Wenang and Bhatara Guru. It is only God who does everything. If we managed to do something, be aware that only God who did it all. We are merely nothing and we just do nothing. That›s where we will find true happiness and deep inner peace. To conclude, being very busy but doing nothing or really very busy but not doing anything, is the secret of real happiness and satisfaction.



Prambanan
Hindu Temple

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